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ABSTRACT

Worcester-Dynamy, an educational center that brings together student interns aged 16-20, a staff of advisors, and regional learning resources is designed to assist participating interns to learn about society first-hand, develop strengths and skills in decision making and communications, test vocational and career interests, define their values, and assume responsibility for their own lives and education. Evaluation of this program was based on standardized interviews, a schedule of time spent, and assessment of student attitudes about the program. Results of the evaluation indicated that Dynamy is viewed favorably by its intern participants and that it creates an atmosphere for learning which differs sharply from other traditional or innovative atmospheres. The growth and maturation of students through the year as evidenced in the standardized tests of their image as well as in their general self-assurance in interviews indicates that the experience has helped those involved to become more thoughtful about making decisions in their lives, to become more mature about handling themselves in a variety of situations, and to become better able to communicate with others in their program. (MJM)

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EVALUATION FINDINGS

THE WORCESTER-DYNAMY RESIDENTIAL PROGRAM

THE WORCESTER-DYNAMY HIGH SCHOOL PROGRAM

1973-1974

BY

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This report is the result of several individuals' efforts over the past year, and the high quality of the report is a tribute to the work they have done. All too often the efforts of the people behind the scene are not acknowledged or acknowledged by a general statement that covers the group.

I would like to extend a special thanks to all those who did their share to complete this document.

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Robert J. Sakakeeny
Co-author

PREFACE

THE DYNAMY PROGRAM - GOALS AND OBJECTIVES

Now beginning its sixth year of operation, Worcester Dynamy is an educational center which brings together student-interns age 16-20, a staff of advisors, and regional learning resources of many kinds. Its specific purpose is to assist participating interns to learn about society first-hand, develop strengths and skills in decision making and communications, test vocational and career interests, define their values, and assume responsibility for their own lives and education. The program is based on the assumption that human growth in these areas, and human growth generally, in terms of intelligence, interest, cooperation, and responsibility - is normal and is to be expected of everyone in an environment which first allows for natural exposure and interaction with different people, places, and situations, and then encourages self-evaluation, personal challenge, and risk-taking in new and positive directions. We also assume that 16-20 has become an age span, in our society at least, where such an environment is urgently needed yet not generally available in other programs and educational structures.

We pursue our goal by conducting, from each September to each June, a coordinated program consisting primarily of full-time internships in various businesses and agencies, supplemented by outdoor and wilderness activities (including an introductory 23 day experience) orientation to the city and seminars in urban affairs, evaluative, counseling, and support group activities, and residential life in Dynamy housing. The internship is the heart of the Dynamy year. We seek participating sponsoring organizations who understand the goals of our program, provide meaningful projects and effective supervision, and evaluate the activities thoughtfully. Internships are set up so that interns assume responsibility for setting expectations, goals, and evaluation methods. Staff with various professional backgrounds fill an active role as supportive resources and advisors. Interns live together in three apartment houses, where they are given responsibility for managing their own affairs. We use both staff and outside resources in conducting seminars and support groups.

Annual enrollment is currently about 60 interns, of whom about half are high school seniors from the Worcester Public Schools participating in Dynamy as a fully accredited alternative to the regular grade 12 (these interns live at home, not in Dynamy housing)

Worcester Dynamy is one of three activities now being conducted by Dynamy, Inc., a non-profit educational corporation. A second educational center, Dynamy Minnesota, was started in 1973 in St. Paul, Minnesota. It is very similar to Worcester Dynamy except that there is no cooperative program with a public high school system and its enrollment is about half that of Worcester Dynamy. Dynamy Outreach is a consulting organization begun in 1973 through which experienced Dynamy staff assist other educational

organizations plan, implement, and evaluate Dynamy program elements, especially internships, into their own curricula. Its headquarters are at Worcester Dynamy.

The goals of the Dynamy Program can be stated more behaviorally as follows:

- to develop personal strength and effectiveness in decision-making, listening, helping, and relating to others
- to gain a varied interaction with, and understanding of, the daily realities of an urban community, its facets, problems, and dynamics
- to come to understand personal limits and possibilities, clarify values, and define commitments
- to test out vocational and career interests
- to become responsible for himself and his own education

In other words, the focus of the Dynamy Program is to develop a more mature, thoughtful, and responsible person in a variety of ways.

by: A. BRUCE BERGQUIST
DIRECTOR OF DYNAMY, ING.

II. PHILOSOPHY OF EVALUATION

In evaluating the extent to which the goals or objectives of the Dynamy Program are reached, the first step...but only the first step...involves the articulation, in measurable form, of the learning objectives, such as were presented previously. The next step involves the use of standardized instruments, as well as additional evaluation instruments and approaches, to examine and measure (where possible) the attainment of these varied objectives.

Because Dynamy is unique in its approaches and because our philosophy of evaluation (explained below) puts far more constraints on the examiner or tester than do many other assessment strategies, it was necessary to develop several innovative strategies and utilize a variety of approaches in looking at intern growth and development. Developing strategies which focus on the objectives of the program and which are of simultaneous benefit to all participants was the primary aim. Several specific assumptions about teaching, learning, and evaluation helped to direct the development of our own testing program further.

The first of these is that a complete evaluation or understanding of student learning or change involves looking at not only the outcome or results of teaching, but also at the conditions in which that learning takes place and at the processes by which that knowledge is transmitted. For example, many techniques may be appropriate and helpful in transmitting a particular set of information or skill; knowing which is best or which to use in a particular setting requires looking at the conditions of that learning--the backgrounds, capacities, and interests of particular interns and their reactions to different approaches or settings. Learning can never take place in isolation, nor can it be judged only by the final results.

A second assumption, related to the first, is that many evaluation approaches are necessary in order to understand learning fully. Learning is a multi-dimensional process, therefore, no single instrument or test can possibly convey to us all the information about learning that we want and need to know.

A third assumption is that the evaluation process cannot be seen as separate, unimportant, or irrelevant to the learning process at any time. The method used to measure student performance and success tells students quite clearly what they should notice in their placements and what is "really" important. How does the evaluation method inform the intern of the program's real goals...the "hidden adgenda"?

Let us consider an example. Students are told that they are expected to develop conceptual mastery and skills in dealing with people; however, all of their "feedback" involves check-list ratings by their advisors. The check-list ratings tell them, far more persuasively than stated goals, that they are actually expected to conform to the behaviors on the check-list.

A final, but by no means unimportant, assumption is that evaluation must be feedback or information that students and staff can use intelligently: evaluation findings must be made clear to those involved and convey to them their relative grasp or growth in the areas involved.

An evaluation approach based on such assumptions involves exploring several aspects of learning or development: the acquisition of knowledge, the development of skills, problem solving, attitudes, interests, and social and personal development. A comprehensive overview requires using methods and devices such as interviews, questionnaires, performance tests, observations and student self-evaluations. This diversity of approaches permits a unified, more complete picture of the program as a whole if used in the aggregate, and of individual students and their growth if used and followed over a period of time. The strategies used and presented here encourage and require student involvement as well as advisor involvement and, when possible, encourage students to use the information they have acquired as a basis for reaching beyond that information to draw their own conclusions and make their judgments. The strategies try to reinforce not only the content but also the learning style of Dynamy.

A. INSTRUMENTATION

Standardized Interviews: In September, December and March random groups of residential and high school interns were interviewed. The results of these interviews are given in Appendix C and are self-explanatory. The questions were developed and field tested by Dr. Cohen.

Time Schedule (I): This instrument was given only at the end of the year, and was given to all groups. Each student was asked to indicate the number of hours they spent on 13 activities during the week. We felt that if there were significant differences in the educational programs that there could be significant differences in the ways that students spent their time. (Item developed by senior author for a National Science Foundation sponsored study.)

Environment Check (II): Students were asked to check off two phrases that described how they felt about where they were. We were looking for patterns of negative or positive statements about their program. (c) 1971-72 EDC, Inc. Used with permission of author.

Environment Check (III): Students were asked to check off three phrases that described how they spent their time during the previous three weeks. (c) 1971-72 EDC, Inc. Used with permission of author. With both checklists we were looking for differences in patterns of positive and negative statements each group made.

Open-ended Best (IV and Open-ended Least (V): Students were asked to write down in short sentences what they liked best and least about their educational program. (Constructed by Dr. Cohen for Dynamy).

Perception of Educational Program (VI): For the purpose of the evaluation, this modified semantic differential had a positive value assigned to the words on the left side and a negative value for the words on the right. The lowest score (1.0) indicated positive responses and the highest score (7.0) indicated negative responses.
We felt that if there were differences between educational programs then the students' perception of these differences would show up on this instrument.

Perception of Program(VII): These Likert-Type items developed by Dr. Cohen would give us another reading on the students' perception of their educational program, the faculty and themselves.

NAIS Questionnaire: The National Association of Independent Schools was conducting a survey of off campus programs and asked Dynamy to participate. Some of the data from the initial questionnaire was considered to be extremely helpful to us, and was extracted for our use. The final results of this years long research are not available to us at this time.

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SCHEDULE I

The following chart indicates the type of instruments each group took during the year. On both the Pre and Post test, each group was given the instruments within 5 school days of each other.

	GROUP					
	RES.	DHS	002	003	004	005
SEMANTIC DIFFERENTIAL	PRE POST	PRE POST	PRE POST	PRE POST	PRE POST	PRE POST
TIME SCHEDULE	POST	POST	POST	POST	POST	POST
ENVIRONMENTAL CHECKLISTS	POST	POST	POST	POST	POST	POST
OPEN ENDED QUESTIONS	POST	POST	POST	POST	POST	POST
EDUCATIONAL PROGRAM	POST	POST	POST	POST	POST	POST
STANDARD INTERVIEWS	PRE POST	PRE POST			PRE POST	
NAIS	PRE	PRE				

B. EXPERIMENTAL AND CONTROL POPULATION DESCRIPTIONS

Two groups of high school students were chosen as controls for the Worcester-Dynamy High School interns and two groups of college freshman and a private field experience program were chosen as controls for the Worcester-Dynamy Residential program.

Each group was chosen because the students in them are quite similar to the Dynamy interns in terms of age, educational background, social background and intellectual development.

Group 001

For the purposes of the evaluation, we divided the Dynamy Program into two divisions: The Dynamy High School Program, which consists of 27 high school seniors on release from the four local high schools. The Dynamy Residential Program which consists of 27 interns who were either completing their senior year of secondary school with Dynamy (4), recent graduates from public and private schools (20), or those who would have been college sophomores (3). The two groups are variously identified as Group 001, DHS (Dynamy High School)or RES (Residential Program).

Group 002

A class of juniors and seniors (mostly seniors) at a public high school where many of the Dynamy high school interns are drawn from. Students are in an innovative program that supplements traditional classroom work with field experience.

Group 003

A class of college freshmen (with a few juniors) from a small liberal arts college. This college is considered relatively innovative and requires high standards of academic achievement for admissions, and this group is an advanced chemistry class for pre-med students.

Group 004

A class of college freshmen from a technical institute. These students had been randomly selected to participate in an evaluation of their freshmen year. This is considered to be a relatively traditional setting.

Group 005

A class of juniors and seniors (mostly seniors) at a public high school where many of the Dynamy high school interns are drawn from. Students are from a traditional sociology course, and in a traditional educational setting.

IV. FINDINGS

A. SEMANTIC DIFFERENTIAL RESULTS

The Semantic Differential is a measure of three concepts: Students' perceptions of themselves as they see themselves now, students' perceptions of themselves as they see themselves in the ideal, and students' perceptions of their fellow students as they are now.

There were fifteen word-pairs for each concept, with five word-pairs used for each of three factors: Factor one focused on Power (P), factor two focused on Activity (A), and factor three focused on Evaluative (E). (e.g. strong (P), fast (A), good (E). The highest score on any one factor could be 45; the lowest 5.

The word-pairs were field tested and validity and reliability verified by Osgood[1] and are identical to those used previously by Dr. Johnson[2]. The test for statistical significance was a t-test designed for medium sized groups, with small differences in population size. Critical values of t were based on formulas and tables found in Siegel.[3]

We tested for a level of significance for a two-tailed test at the .05 level or lower with appropriate degrees of freedom. (Level of significance is simply the probability of an event occurring randomly. A level of .5 would mean that there is a 50-50 chance of the event occurring. Anything in the .15 to .19 level is usually considered directional but not statistically significant).

Any event that tested higher than the .05 level was rejected as not being statistically significant. Anything at the .05 level or below was considered statistically significant (i.e., the occurrence of the difference in scores could not be attributed to chance, but had to be attributed to the program influences).

HYPOTHESES

1. Interns in the Dynamy Program would tend to reflect varying shifts in their perceptions of themselves and others after their involvement in Dynamy.
2. The shifts the interns in the Dynamy program would experience would be equal to or greater than shifts students in other (more traditional) programs would experience...especially in the evaluative factor of perception of self and others.
3. The shifts the interns in the Dynamy High School Program experienced would be equal to the shifts the interns in the Residential program experienced.

RESULTS

Table I of Appendix A shows the comparison of the pre and post test scores for each group.
Looking only at the concepts of Self and Others, for the Res. Interns we see no significant change on three factors, but significant change in the other three (on E-Self there is a trend towards a positive change, but not a significant change). The Res. interns saw themselves and others as more active, and they placed a higher value on their fellow interns at the end of the year.

The HSP interns showed no significant change on three of the factors (P-others, A-others, E-others) while showing a significant change on the other three (P,A,E-Self). The HSP interns saw themselves as being more powerful, active and valuable at the end of the year.

The students in innovative Group 003 showed no significant change in four of the factors (P-self, A-self, A-others, E-others), while there was a significant change in how powerful they felt their fellow students were, and a change in how they valued themselves.

The students in the traditional Group 004 showed no significant change on any factor.

The students in innovative Group 002 indicated that there was a significant (negative) change in their perceptions of their fellow students on the power and evaluative factor. There was a trend toward a (negative) change on the same concept of the activity factor.

The students in traditional Group 005 showed no significant change on any factor.

TABLE III of Appendix A shows the comparison of the concept of Self with the concepts of Ideal Self and Others on the P,A,E factors. The means of the pre and post test are given and the differences in the mean are shown. (Since zero (0) would indicate no difference between concepts, the difference in means is shown in terms of their movement towards zero). Lack of funding prevented us from doing a test of significance, but generally speaking a change of two points or more is considered significant.

Change within a group can be indicated by how much the distance between self and ideal self changes (especially on the evaluative factor).

The Res. interns, HSP interns and the students in Group 003 all showed a significant narrowing of the gap between the concept of self and the concept of ideal self, on the evaluative factor.

The Residential Interns, the High School Interns and the students in Group 005 all showed a narrowing of the gap between self and ideal self on the power factor.

The High School Interns, the students in Groups 002 and 004 showed a smaller difference between the self and ideal self on the power factor.

It is interesting to note that the High School interns saw the evaluative difference between themselves and their fellow interns narrowing significantly while the difference widened significantly for the students in Group 002.

TABLE III of Appendix A shows the comparison of the Dynamy Programs' pre and post test scores to their control groups' pre and post test scores.

This allows us to see if there were any significant difference between the groups at the beginning of the (school) year, and if there were any significant difference between the groups at the end of the year.

We looked at the concept of Self and Others for all factors, but especially focused on the evaluative factor.

Of the six key factor/concepts on the chart comparing the Residential Program with the High School Program, only one in the pre test (A-Others) and one in the post test (P-Self) are significantly different.

There are no significant differences on any of the six factor/concepts when comparing the Residential pre with Group 003's pre test and only one when comparing the post test (E-Others).
There are two significant differences in the comparison of the Residential pre with the pre of Group 004 (P-Others and E-Others) and three significant differences on the post test comparison (P,A & E-Others).

Comparing the High School Program with Group 002 there is a significant difference on 2 of the 6 items (P-Self, E-Self) on the pre test, and two on the post test (P-Other, E-Other).

Three significant differences show up on the pre test comparison of the High School program with Group 005 (P,A, & E-Others), but all six are significantly different on the post test comparison.

SUMMARY

Hypothesis 1: This hypothesis that Dynamy interns would reflect changes in their perceptions of themselves and others over the year was not supported statistically in all factors and all concepts. Table I of Appendix A shows the shift in perception Self, Ideal and Others over the year. The key concepts are Self and Others, and the High School group shows a significant change in 3 of the 6 key factor/concepts (P-A-E for Self and the Residential Program interns showed a significant change on another three (A-Self, A-Others, E-Others).

However, Osgood contends that a factor shift of from 1 to 1.5 is generally considered significant. With this in mind we see that one of the factors not proven statistically significant for the High School Program (P-Others) and two in the Residential Program (P-Other, E-Self) would be considered generally significant although not statistically significant.

We consider the findings of the study are generally weighted in the direction posited by the hypothesis.

Hypothesis 2 That the Dynamy interns would experience an equal or greater shift than students in more traditional programs . The data tends to support this hypothesis fully: Table I shows that the degree of change occurring between the pre and post tests for the high school and residential interns is at least the same as that of their control groups - but often times greater than that of their control groups.

Table II shows that each group experienced a narrowing of the gap between self and ideal self on some factor, but none of the other groups had as much of a shift on as many factors as did the High School and Residential interns.

Hypothesis 3 That there would be no difference between the High Programs and the Residential Programs. Table III tends to support this hypothesis. On the pre test, the High School interns significantly or generally had a more positive view of their fellow interns than the Residential interns did, but there was no significant difference at the end of the year.

There was no difference between the pre-test scores of Self on any of the factors, but there was a significant difference on the P-Self factor at the end of the year. It is interesting to note that in the two years the Semantic Differential was used informally at Dynamy, the Residential interns scored lower on the post P-Self factor than they did at the beginning.

Table II does show some differences between the two groups. The distance between perceptions of Self and Ideal Self can be looked at in terms of groups' expectations of themselves. A spread of four to eight points indicates that the group has relatively high expectations of themselves, and the greater the spread, the more unrealistic these expectations tend to be.

The expectations the high school intern had of themselves tended to become more realistic during the year, and it was in the area that the High School intern showed more "growth" than the other groups.

Overall, the data tends to confirm some suppositions. At the beginning of the year the students in all of the groups tended to hold fairly similar views of Self, their Ideal Self and Others. During the year each group experienced some shifts in their views - enough so that some differences between groups could be noted at the end of the year.

In brief, on a spectrum of changes, the more innovative the program, the greater the changes, especially at the high school level in the populations studied.

B. TIME USE RESULTS

We were interested in how dramatically the Dynamy program may or may not affect the interns' use of their time, how Residential and High School interns may have differed in use of time, and in how Dynamy interns overall compared with students in other innovative and traditional "control" programs. Appendix B details our findings. We shall discuss here first only those areas in which Dynamy Residential and High School interns differed and secondly those areas in which Dynamy students differed from those in other control groups.

1. Dynamy Residential and Dynamy High School

The interesting Time Schedule findings, differentiating these two groups within the Dynamy program were, in the order of decreasing difference.

ACTIVITY	RES. HRS. EACH WEEK	H.S. HRS. EACH WEEK
TALKING WITH FELLOW STUDENTS	23.9	10.0
WORKING WITH A PROJECT SUPERVISOR (SPONSORS)	14.1	4.4
EARNING MONEY	1.4	8.12

Other differences between the groups were relatively small, particularly if "Sports" and "Hobbies" are combined.

Of prime interest here is the difference between the groups in amount of time spent talking with fellow students. Nearly 2 hours/day. Obviously an important part of any program is feedback and interchange with others involved in it. The fact that Residential Interns have approximately 2 1/2 times such interchange is undoubtedly due at least in part to the fact that they live together and see each other more often. What separation and consequently, diminished contact with Dynamy peers may mean for the quality of the Dynamy experience for high school interns and for residential interns should be examined carefully. If residential living is deemed an important feature of the program, then consideration should be given to how this component may lessen or increase the effect of the total Dynamy program on each group.

Another striking difference between the Residential and High School Interns involved the amount of time they reported working with a sponsor -- it seems that the Residential students are spending 14 hours/week in such a fashion while high school interns are involved for only 4.4 hours. Such a large difference, again approximating 3 hours each working day spent with a Project Supervisor for residents as opposed to less than one hour each working day for high school students may similarly have additional impact in the direction of lessening or strengthening the effectiveness or impact of the Dynamy program on high school students relative to residential students. The reasons causing this apparent discrepancy should certainly be explored further, for the difference is an important one.

The final large time difference between the two groups involves earning money. Residents spend virtually no time (about an hour/week) earning money, whereas the high school students average 8 hours/week earning money. The net effect of the three findings reported in this section seems to imply a greater involvement, at least on the basis of time spent, of Dynamy Residential interns with the program than of the High School Interns.

Obviously part of this is due to physical considerations such as where each group resides, but the time spent with sponsor difference should be a major cause of concern if the attempt is to equalize the program experience for all involved. Certainly the reasons for such differences should be explored further and that information inform decisions about either trying to make what are in fact two different versions of Dynamy more similar or to continue to let them be different versions of a program.

2. Dynamy compared with Innovative and Traditional Programs at the High School Level:

Dynamy interns spend less time with staff, faculty and advisors than do the students in the traditional and more innovative programs. But the Dynamy interns spend more time with sponsors than either of the other group does. The total show that the Dynamy interns have a slight edge in the amount of time they spend with adults involved in the educational process: In the control programs, however, students spend the bulk of their time in contact with people on the paid staff of their own program. For the Dynamy interns more than 1/2 of their contact with adults was with people not on the Dynamy payroll.

We find few other large differences in use of time among the three groups--Dynamy High School, "Innovative" control, and "Traditional control" with the possible exception of time spent "earning money" (Dynamy students work for pay more than students in other alternative programs, but less than those in traditional settings,) and in "Volunteer work" (Dynamy students estimate that they spend 31.3 hours in such activity, which is a function of the internships, whereas students in the control alternative program spend only 4.0 hours (again internships) in such activity and those in the traditional program spend about 1/2 hour/week in such activity.

The most important finding for program evaluation coming from comparing time use of Dynamy High School interns with that of others appears to be in the slight edge Dynamy interns have in terms of personal contact with staff, advisors, and sponsors over students in other programs. It is interesting to note that students in the traditional program reported spending on the average only 5.1 hours in contact with staff or faculty. Since they attend school about 30 hours/week, the conclusion must be drawn that they interpreted this contact as personal contact rather than classroom contact in many instances. If such students were asked to estimate the number of hours they spent in personal contact as opposed to classroom contact, the average number of hours reported could diminish further.

At the Residential level, where Dynamy students were compared with first year college students at a "traditional" and an "innovative" school, we find that the patterns of contact with staff shifts somewhat and that in the traditional program students spend about 9 hours/week in contact with staff or faculty, in the innovative program they spend 7.4, and in Dynamy they spend 4.9 hours in contact with the program's paid staff. This time is supplemented, however, by the large number of hours (14.1/week) which students at Dynamy spend working with Sponsors. Students in the two control colleges spend two or less hours in such activity.

An analysis of the remaining items indicates that in most instances students in the two control college settings spend their time in similar fashions. Where comparative data is available it would seem that Dynamy Residential students spend slightly less time earning money than do students from the two control colleges and spend a lot less time taking exams, assessments, questionnaires, and evaluations than students at the more innovative college.

Two strong differences, uncovered in the high school data as well, involve amount of time spent talking with fellow students/week (24 hours for Dynamy Residents; 4 for innovative college,) and in "Volunteer work" (30 hours/ week for Dynamy, 8/week for the innovative college,) although this finding is undoubtedly due to the structure of the Dynamy program. Dynamy students view their time spent in placements or internships as volunteer work. Had we had a category "in class and/or studying" in our questionnaire the control college scores well might have been close to the Dynamy scores.

In brief, then, participation in the Dynamy program produces patterns of time use (and consequent demands on Dynamy Staff and Sponsors)which depart from the norms of both traditional and more innovative high school and college programs in some respects. This involvement with faculty and staff must be watched and considered in decisions as to expanding or changing the Dynamy program are to be made. The large differences in "time involvement" between Dynamy high school and Dynamy Residential students similarly should be explored as to the relative impact such a degree of time involvement may produce in other areas, i.e. in terms of overall program results.

C--LEARNING ENVIRONMENT CHECKLIST RESULTS

In addition to changing the patterning of interns' use of time, it was felt important to evaluate how students perceived the structure of their learning environments along a variety of dimensions. Several questions from a Learning Environment Checklist were inserted into the quesionnnaire for students in this study. We shall present the most interesting findings here first in terms of Dynamy Residential and Dynamy High School co-parisons and secondly in terms of Dynamy and control school comparisons. It should be noted here that time and financial restrictions made the calculation of statistical levels of significant differences impossible for all of our data. The following presentation will involve areas where the difference between the groups involved was at least 10% and in most instances far greater. Such a margin would, in all probability, yield statistically significant findings if such an analysis were done.

Dynamy High School and Residential Comparisons

The first Environment Checklist item was a list of adjectives and adjective phrases. Students were asked to check two from the list which they felt best described the program. No student in either type of Dynamy program thought that the program was "boring"--a very unusual finding,--and similarly, no student in either program felt that the program was "not very important". Given this unanimity, that these adjectives in no way apply to Dynamy, let us turn to differences between the groups. The following chart illustrates the major differences:

ADJECTIVE	RESIDENTIAL %	HIGH SCHOOL %
HARD	3.7	15.4
FUN	22.2	7.7
MAKES ME THINK	62.9	42.3
RELATED TO PROBLEMS OF TODAY	11.2	23.0
IMPORTANT TO ME	37.0	65.4

An inspection of these large differences between the groups indicates differing involvement and perception of the Dynamy experience by the two groups. The program is obviously very important to high school interns and makes them think. Some, however, find it hard and few find it fun, although they do feel it is related to the problems of today. The Residential group, in contrast, find that the program overwhelmingly makes them think, but is somewhat less personally important to them. It isn't hard for any, and a good proportion find it fun. A small proportion find it related to problems of today.

The critical difference between these two patterns of response probably centers upon the largest finding for each group. The Dynamy Residential interns feel the program "makes them think", they are clearly (see previous data) more personally involved

or intensively involved in the total experience. the greater personal contact with peers may feed into forcing them or helping them develop their thinking in some ways. High School interns, although also finding the program intellectually challenging, are more concerned with "how important it is to them". Trying to interpret such findings on the basis of this question alone would be impossible. Our other sources of data indicate, however, that more rapid prsonal development and growth is occuring among the Dynamy High School interns (previously reported) than among the older Residential interns.

Similarly, the interview date, indicates that for high school interns the opportunity to participate in Dynamy was most often a chance to escape from a structured system which many no longer wished to tolerate--thus, perhaps, the personal importance of the program to this group. The Residential interns, on the other hand, had somewhat different motivations--often involving making decisions about .their own lives, vocations, and future, and hence their finding that the program offers them an opportunity to think--exactly what they should do in such instances of indecision.

The next Learning Environment Checklist question dealt with how students felt they had spent most of their time during the past three weeks. This list involved participation types of items and students were asked to check three. The following table lists the major areas of difference between the two groups, complete findings are in APPENDIX B

WORD (S)	RESIDENTIAL %	HIGH SCHOOL %
INVOLVED	12.3	57.8
LEARNING A LOT OF THINGS THAT I NEVER KNEW BEFORE	6.2	53.8
WANTING MORE FEEDBACK OR INFORMATION	16.	23.1
ASKING QUESTIONS	3.7	53.8
TAKING PART	16.	30.8

The high level of involvement and learning reported by the high school interns and the virtual non-involvement of the residential students on all dimensions this question tapped indicates a different "end of the program" impact for each group. The meaning of this difference in attitude and/or feelings should be explored through relatively long term follow up, for at this point the high school students (who had been somewhat more disenchanted through the early parts of the program than residents) are more involved, learning more, and growing more. The differences in age and developmental levels of the two groups could have

significant interactive effects with the Dynamy Program, and the findings from the various sources of data used in this study when put together could indicate anticipated effects for different kinds and ages of students, helping to shape possible future selection and program decisions.

For the interested reader, there is additional data in APPENDIX B such as answers to questions about what students like best and least about their respective programs. The variety and range of the responses for the various schools can help amplify the results reported briefly here as they apply to each group.

Dynamy and Control Schools

For the high school age interns as compared with students in both innovative and traditional high school programs, in terms of the Learning Environment items analysed above, we find that Dynamy students differ from both groups in similar ways. In other words, the two control groups appeared to be quite similar to each other in their responses, and Dynamy High School students differed. Specifically how they differ is in the following areas:

Dynamy High School interns were:

--having less fun in the program than control students
--were not at all bored, while control students were
--felt their program was related to today; control students did not
--felt their program made them think; control students did to a far lesser degree
--felt their program was overwhelmingly important to them, innovative control students felt their program was somewhat less important and traditional control students felt it was even less important, although all groups attached a high degree of importance to their own programs

In terms of spending time and learning activities, again we find both control groups looking remarkably similar to each other with Dynamy High School students differing on many dimensions by wide margins; e.g.:

--Dynamy students spend less of their time listening to others, control students spend far more time listening
--Dynamy students were less interested than control groups, but
--Dynamy students felt they were learning many new things they had never known before; control students did not report nearly as substantial learning
--Dynamy students were <u>not bored</u>, a higher percentage of control students were bored in each group
--Dynamy students reported asking questions to an enormous degree, control students in both groups reported asking virtually no questions

These findings indicate a great deal of involvement on the part of Dynamy High School interns, the feeling that they were learning, virtually no boredom, and open questioning approaches which fed into learning new things they had never learned before. Clearly, then for the Dynamy High School group the pattern of the learning environment is dramatically changed, even when compared with that of an "alternative" high school control program, a partial result of which is to make them more involved, learn more new things, and be more active in their own pursuit of knowledge and information.

At the college age level, i.e. Dynamy Residents and the college control group, we find far fewer differences in the approach, style or reactions to the learning environment. On the first Learning Environment Checklist Question, characterizing the environment by checking adjectives, Dynamy residents differed from the "innovative control" group on only three dimensions. (The traditional control group data was not available for this single question).

--Dynamy Residents did not find the program hard; the control group students did
--Dynamy Residents did find that the program made them think to a far greater degree than the control group students
--Although Dynamy Residents felt the program was important to them, the college control students felt the program was far more important to them

The next Environment Checklist question, dealing with the kinds of learning activities students spent their time in during the past three weeks (for which data from all three programs was available), again yielded fewer and smaller differences between Dynamy and "innovative" ar and "traditional" college programs than at the high school level. The differences were:

--Dynamy students and students in the "innovative" control program did not spend much time "listening to others,"; students in the traditional program spent nearly all of their time listening to others

--Dynamy and "innovative school" students were not bored, a small but significant minority of traditional school students were bored

--Few Dynamy or innovative school students reported being "confused," a large minority of students in the traditional school reported being confused

In a sentence putting all of these "Learning Environment Results" together, it would appear that the end-of-the-year impact of Dynamy on its High School interns is more striking than on its college-age or Residential interns, relative to their chronological peers in both innovative and traditional control programs.

D. ATTITUDES TOWARDS THE PROGRAM

Attitudes towards the program were elicited through three sources of data: 1.) a semantic differential set of 12 word pairs to measure general attitudes, 2.) 19 Likert-type agree/disagree scale items to measure more specific attitudes, and 3.) Interviews (to be discussed in the following section). Here again, due to the very small budget for this evaluation, the large scope it encompassed, and the high cost of data processing, it was possible to calculate statistically significant differences between Dynamy responses and those of control groups on only the semantic differential word pairs. Nevertheless, it is possible by inspection to analyze the import and trends apparent in the raw mean score for all of the other items as they emerged from the six different groups involved in this study. We shall examine first the attitudinal fit and differences between Dynamy Residents and High School Differences: then we shall compare Dynamy responses to the control programs. (Complete findings are in the APPENDIX B).

DYNAMY RESIDENTIAL/HIGH SCHOOL COMPARISONS

There were no statistically significant differences in attitudes between Dynamy Residential and High School groups about the Program in general. There was a slight difference on one out of twelve items (with high school students feeling the program slightly more "wise" than Residents) but out of such a large number of comparisons such a finding could be due to chance. In terms of how students in Dynamy perceive the program, along the dimensions outlined in the set of differential items, there was agreement among all interns enrolled in the program. The program itself, then, appears to be the same for all students at a global level. What they can get out of it personally at their different developmental levels and in their different living situations may account for previously reported differences.

The 19 Likert-type items also dealt with attitudes toward the program in much more specific form, singling out aspects of it such as the advising system, the staff, the other students, etc. On these statements we do find some areas where Dynamy Residents and High School interns differ in opinion, although in the majority of areas their opinions closely coincide. The following table outlines those areas of reported opinion difference greater than 15% (or 1.0 on the scale). Such differences are likely to be statistically significant with a high level of confidence.

STATEMENT	(SCORES) 1 = strongly agree 6 = strongly disagree	
	RESIDENTIAL	HIGH SCHOOL
The faculty/staff are well suited to providing the education that is advertised here	1.5	2.6
The advising system here is a waste of time	6.6	5.1

I find myself overloaded with work here, doing more than ever before	5.6	3.9
I have considerable informal contact with faculty/staff	2.3	3.7

The implication of the findings in the table above is an indication of greater satisfaction with the program on the part of Residential students, particularly in terms of intern-staff relationships and work load than that of High School interns. In every statement above, whether positively or negatively worded, Residential student responses indicated that their relationships with faculty/staff were more satisfying than those of High School students. The difference in work-load also indicated possibly greater satisfaction with the program by Resident than non-residents.

What is of particular interest here, is that only in the area of advising and contact with the staff or faculty did differences between the two Dynamy groups emerge. On the fifteen other items relating to other aspects of the program and personal motivation, no differences emerged which were large enough to be significant. Such findings indicate the need for continuing examination of the advising system and isolation of those aspects which could be improved to make it more satisfying to non-residents. The fact of Residential living with some staff members in the same premises undoubtedly contributes at least in some part to the differences in relationships the high school students perceive--more time is spent in contact with advisors, albeit informal, and closer relationships can develop. The fact the discrepancies in feelings about the program tend to cluster around the advising system-although all students do not think it is a waste of time--seems salient to the evaluation findings, for the advising system is central to effective functioning of the Dynamy program. We are not trying to say that the advising system per se is not good--only that it is differentially applied to or preceived by high school and residential students.

DYNAMY AND CONTROL SCHOOL COMPARISONS

In terms of general attitudes towards their program (semantic differential word pairs,) although all Dynamy interns seem to be in agreement or differences between the two Dynamy groups and their control counterparts on nearly every item. There was a strong general trend in this data indicating that both the High School and Residential levels the Dynamy students differed significantly from all control groups, and the amount of difference was greater between Dynamy and the innovative control program. In other words, Dynamy is perceived by its students in it as a more radical departure from the traditional norm than the other innovative programs selected for comparison purposes.

The content of this attitudinal difference can be summarized as follows:

FOR HIGH SCHOOL

--Dynamy is more purposeful than control programs
--Dynamy is more "good" than control programs

--Dynamy is more strong than control programs
-- Dynamy is more active than control programs
--Dynamy is more stable than alternative innovative programs, but equal in stability to traditional program
--Dynamy is more hopeful than other programs
--Dynamy is more broad than other programs
--Dynamy is faster than other programs
--Dynamy is more cautious than other control programs
--Dynamy is more "wise" than other control programs
--Dynamy is far more flexible than other control programs

FOR RESIDENTIAL INTERNS

The findings for Residential interns parallel in lesser degree those reported for High School interns with the same gradient of greater difference from traditional than innovative programs.

In terms of more specific attitudes towards various sub-components of the program, however, we find no such universal trends and far fewer major differences. The areas in which the Dynamy program does differ from the two control conditions can be summarized as follows:

FOR HIGH SCHOOL STUDENTS

--Dynamy students feel good (better) about the directions in which the program is developing than control students
--Dynamy students desire more innovation the least
--Satisfaction with staff is highest at Dynamy, relative to control groups
--Dynamy students feel the program basically is changing them as do students in the innovative control program, but students in the traditional control program do not feel that way
--Dynamy students are far more satisfied with their advising system than students in other programs
--Students in the traditional program feel their development is retarded in some ways; Dynamy students and students in the innovative control program disagree
--Dynamy students feel the staff will listen to their opinions more than do students in control programs
--Dynamy students feel more strongly motivated to work than control students (in their programs)
--Dynamy students are very sure what their program is all about, control students are less sure

For the high school interns, then, despite any difference with the Residential interns, the Dynamy program seems far more satisfying than the control programs appear to be for the students enrolled in those programs. The overall attitude is positive and satisfied.

FOR RESIDENTIAL STUDENTS

The residential student findings on these items so c sely parallel the high school intern findings that we shall not repeat the table again. The major difference between the residential and high school group comparisons with their respective control groups was that for Residential students there were fewer and/or smaller differences which emerged when their opinions were compared with those of students in innovative and traditional control programs. Such a finding is to be expected or is hardly surprising, for many more of the elements of the Dynamy experience are similar to any residential college experience than to the traditional at-home high school experience. Factors such as living away from home, becoming deeply involved with a residential peer group, and being totally on one's own made the comparisons at the college-age level more similar. Developmental level of the students and their increased maturity may also have lessened the distinctiveness of Dynamy at the post-high school level from Dynamy for students still enrolled in the traditional school system at the high school level. Nevertheless, Dynamy Residential students, just as the Dynamy high school interns, found their experience more rewarding and in the same ways than did students in control groups.

E. INTERVIEW FINDINGS

Several selected Dynamy students were interviewed at the beginning, middle, and end of the 1973-1974 year. The interviews were small group and were conducted with groups of High School or Residential interns separately. Some students were re-interviewed; others were new each time. The interviews were all taped and transcribed, and the findings tend to confirm and amplify some of the individual findings reported from the other approaches used in the study.

Rather than dissect these interviews, the end of the year High School and Residential Interview transcriptions are repeated in full in APPENDIX C. Reading them can give one the flavor of the students' general attitudes and feelings as captured in their own words. Although one should be cautioned against giving too much weight to any individual's comments, it is interesting to follow the interaction of the small group interview and "hear" what the Dynamy students themselves have to say. The questions were "scheduled" or standardized for both interviews--the groups differed in that one was composed of residential interns and the other of high school interns.

Interview results were used through the year as formative evaluation feedback to discuss with the Dynamy staff the progress and problems in the program, and the staff helped to a great extent by suggesting questions which they felt should be explored. This mutual communication and feedback in such an ongoing fashion did not take place in any of the control groups due to lack of funds and time, although they could have been quite helpful.

FOOTNOTES

1. Charles E. Osgood, George J. Suci, Percy H. Tannenbaum, The Measurmeant of Meaning (Urbana, Chicago: The University of Illnois Press, 1967)

2. Leo F. Johnson, Ph.D., "An Analysis of Educational Outcomes of College Work-Study Experience in One Institution." (Unpublished Ph.D. Disertation, School of Education, Boston University, Boston, Mass.) Dr. Johnson's work in this area was the key factor in our decision to use The Semantic Differential.

3. Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (McGraw Hill, New York, 1956) p 155, A Randomization Test for Two Independent Samples.

4. Ibid., Table B, p 248

CONCLUSIONS AND RECOMMENDATIONS

The findings reported here were gathered as part of an attempt to measure whether or not the Dynamy Program was meeting its stated objectives of helping to develop more mature, thoughtful, and responsible individuals. In order to put our findings into some kind of perspective, both in terms of the environment which the Dynamy program creates as well as in terms of the maturation one might expect to occur in any program involving students at the age of Dynamy interns, "control" groups were selected and tested with the same instruments (except for interviewing which was done with Dynamy, alone.) The control programs,although providing useful contextual and developmental data, will not be discussed in this section. To do so, or to make too much of differences found, would be an unfair abuse of their participation. The Dynamy program was looked at in terms of its own goals and methods - and it wound up looking fairly good. The control programs, however, did not necessarily share Dynamy's goals, and to make value judgements about them without evaluating all of the programs in terms of all of their objectives would not be legitimate.

This discussion of Dynamy will continue under the following three questions or headings:

(1) What does theDynamy program as a whole appear to do? i.e. where are its strengths, its weaknesses, and possibilities for improvement?

(2) What does the Dynamy program for high school students do? Where are its strengths, its weaknesses, and possibilities for improvement?

(3) What does the Dynamy Residential program do? Where are its strengths, its weaknesses, and possibilities for improvement?

(1) Dynamy as a whole

It is apparent from virtually every source of data used in this study that the Dynamy program in general is viewed favorably by its intern participants, and that it creates an atmosphere for learning which differs sharply from other traditional or even innovative atmospheres. The growth and maturation of students through the year as evidenced in their standardized tests of self-image as well as in their general self-assurance in their interviews indicates that the experience has helped those involved to become more thoughtful about making decisions in their lives, to become more mature about handling themselves

in a variety of situations, and to become better able to communicate with others in their program. At the beginning of the year many of those interviewed were somewhat lost and unsure. By the end of the year most had found or made decisions about their futures which might not have been possible without the Dynamy experience. From this perspective then, that of providing a meaningful, useful experience for interns, the program appears to be quite successful.

The students also seem quite involved--it is virtually all that residential interns do--and the experience is heavy, intensive, and all-encompassing. Dynamy seems to have done a fairly good job of advising, although in a program of this type--given the virtual non-structure it offers--an effective, efficient, and good advising system must be continually maintained and improved, for it is the advising system almost exclusively which gives coherence to the variety of possible Dynamy experiences.

(2) The High School Interns

The High School interns were somewhat less "involved" in the Dynamy experience than their residential counterparts. This lessened involvement included spending a significantly shorter period/week with their sponsors. Nevertheless, at the end of the year the attitudes and feelings of the high school students about the program were much more positive and enthusiastic than those of the residential interns. Although the largest area of criticism from interns involved the advising system, it should be noted here that students in <u>all</u> programs most often criticize their advisors or the advising system at the respective developmental levels of the Dynamy interns. The high school interns also complained about a kind of second-class status in the program, the communications system, having no room or place of their own to meet, and feeling excluded from the "in" residential group. These same high school students also had homes, friends, a high school that was still "theirs", and a familiarity with the city which the Dynamy residents lacked.

It appears that the Dynamy program was quite satisfying for the high school interns. Although many started the year with negative motivation, i.e. looking for an escape from their traditional high school--which they found--by the end of the year their motivation was far more positive, i.e. they enjoyed their involvement with the program and the learning experiences it provided.

(3) The Residential Program

The Residential program appears to have been in some ways too intensive an experience for the interns. Many complained about residential living, particularly during the first half of the year, and several felt a loss of privacy. Although spending more time in their internships and with their sponsors and advisors than the high school students, they did not seem to be as "personally" involved by the end of the year. Dynamy residential students most often found that the experience "made them think". For the high school students the experience was most often meaningful or "important" to them.

I would appear that despite their greater time involvement in the Dynamy program, the older residential interns were more abstract and/or less personal about the meaning of the experience as a whole. Many of them reported entering the program as a way to find themselves, as a way to spend a year to discover what they want in life. Evidently they did just that through Dynamy for by the end of the year many residential interns had made critical decisions affecting their future lives whereas the high school students probably had not. The high school students were seeking a different kind of experience and it is fair to say that each group was able to find pretty much what it wanted at Dynamy.

EVALUATION FINDINGS

THE WORCESTER-DYNAMY RESIDENTIAL PROGRAM

THE WORCESTER-DYNAMY HIGH SCHOOL PROGRAM

APPENDIX A

SEMANTIC DIFFERENTIAL RESULTS

TABLE I: INTRA-GROUP COMPARISON: PRE & POST TEST RESULTS.

TABLE II: INTRA-GROUP COMPARISON: PRE & POST TEST RESULTS FOR "SELF" WITH "IDEAL" & "SELF" WITH "OTHERS"

TABLE III: INTER-GROUP COMPARISON OF PRE AND POST TEST RESULTS

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SEMANTIC DIFFERENTIAL

EXAMPLE OF FORM USED

Rate each of the following concepts according to how you personally perceive it or feel toward it. The numbers represent a scale between the word pairs... indicate where you would put yourself on the scale by placing a circle around the appropriate number. For example, if you feel that a concept is closely related to one end of the scale you should circle as follows:

GOOD (1) 2 3 4 5 6 7 8 9 BAD

CONCEPT OF SELF

Respond to each of the following word-pairs as you see yourself.

1. LARGE	1	2	3	4	5	6	7	8	9	SMALL
2. SLOW	1	2	3	4	5	6	7	8	9	FAST
3. GOOD	1	2	3	4	5	6	7	8	9	BAD
4. WEAK	1	2	3	4	5	6	7	8	9	STRONG
5. ACTIVE	1	2	3	4	5	6	7	8	9	PASSIVE
6. UGLY	1	2	3	4	5	6	7	8	9	BEAUTIFUL
7. LIGHT	1	2	3	4	5	6	7	8	9	HEAVY
*. DULL	1	2	3	4	5	6	7	8	9	SHARP
9. KIND	1	2	3	4	5	6	7	8	9	CRUEL
10. HARD	1	2	3	4	5	6	7	8	9	SOFT
11. DELIBERATE	1	2	3	4	5	6	7	8	9	CARELESS
12. UNPLEASANT	1	2	3	4	5	6	7	8	9	PLEASANT
13. MATURE	1	2	3	4	5	6	7	8	9	IMMATURE
14. HAZY	1	2	3	4	5	6	7	8	9	CLEAR
15. VALUABLE	1	2	3	4	5	6	7	8	9	WORTHLESS

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 90 observations on 9 variables. There were 26 useful observations in Category 1 and 27 in Category 2. There were 51 degrees of freedom.

CATEGORY 1: RESIDENTIAL POST

CATEGORY 2: RESIDENTIAL PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNI-FICANCE
P-SELF NOW	28.111	28.654	1.054	-0.515	NS
P-IDEAL SELF	32.481	33.038	0.933	-0.597	NS
P-OTHER STUDENTS	29.074	26.692	1.551	1.535	NS
A-SELF NOW	33.185	29.923	1.372	2.377	.05
A-IDEAL SELF	38.926	38.538	1.126	0.344	NS
A-OTHER STUDENTS	33.074	28.231	1.808	2.679	.01
E-SELF NOW	35.185	33.269	1.231	1.557	NS
E-IDEAL SELF	39.111	39.923	1.067	-0.761	NS
E-OTHER STUDENTS	34.852	30.962	1.866	2.085	.05

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 90 observations on 9 variables. There were 28 useful observations in Category 1 and 26 in Category 2. There were 52 degrees of freedom.

CATEGORY 1: HIGH SCHOOL POST

CATEGORY 2: HIGH SCHOOL PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNI-FICANCE
P-SELF	31.846	27.607	1.151	3.684	.001
P-IDEAL SELF	34.231	33.714	1.029	0.502	NS
P-OTHER STUDENTS	30.731	29.321	1.409	1.000	NS
A-SELF NOW	34.115	29.429	1.637	2.862	.01
A-IDEAL SELF	39.500	37.500	1.310	1.526	NS
A-OTHER STUDENTS	33.654	32.571	1.746	0.620	NS
E-SELF NOW	35.423	32.000	1.316	2.601	.02
E-IDEAL SELF	40.500	39.143	1.108	1.225	NS
E-OTHER STUDENTS	35.500	34.143	1.746	0.777	NS

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 90 observations on 9 variables. There were 29 useful observations in Category 1 and 24 in Category 2. There were 51 degrees of freedom.

CATEGORY 1: GROUP 002 POST

CATEGORY 2: GROUP 002 PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	31.417	30.138	1.168	1.095	NS
P-SELF IDEAL	33.792	34.552	0.930	-0.817	NS
P-OTHER STUDENTS	26.417	29.310	1.396	-2.072	.05
A- SELF NOW	32.375	31.828	1.517	0.361	NS
A-SELF IDEAL	38.667	38.897	1.325	-0.173	NS
A-OTHER STUDENTS	30.625	34.241	1.828	-1.979	NS
E-SELF NOW	35.833	35.207	1.278	0.490	NS
E-SELF IDEAL	40.458	40.655	1.114	-0.177	NS
E-OTHER STUDENTS	30.375	34.724	2.034	-2.138	.05

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 51 observations on 9 variables. There were 23 useful observations in Category 1, and 28 in Category 2. There were 49 degrees of freedom.

CATEGORY 1: GROUP 003 POST

CATEGORY 2: GROUP 003 PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF	30.000	28.739	1.024	1.232	NS
P-IDEAL SELF	33.643	33.000	1.193	0.539	NS
P-OTHER STUDENTS	27.714	25.870	0.870	2.120	.05
A-SELF NOW	31.500	30.522	1.486	0.658	NS
A-IDEAL SELF	39.500	37.826	1.170	1.431	NS
A-OTHER STUDENTS	30.036	31.391	1.542	-0.879	NS
E-SELF NOW	35.929	33.304	1.301	2.018	.05
E-IDEAL SELF	40.143	39.957	1.274	0.146	NS
E-OTHER STUDENTS	30.821	29.522	1.572	0.827	NS

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 90 observations on 9 variables. There were 32 useful observations in Category 1, and 33 in Category 2. There were 63 degrees of freedom.

CATEGORY 1: GROUP 004 POST

CATEGORY 2: GROUP 004 PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFICANCE
P-SELF NOW	29.030	28.813	0.921	0.237	NS
P-SELF IDEAL	32.091	34.406	1.340	-1.729	NS
P-OTHER STUDENTS	25.909	25.531	1.247	0.303	NS
A-SELF NOW	30.939	31.844	1.286	-0.703	NS
A-SELF IDEAL	37.879	40.031	1.624	-1.326	NS
A-OTHER STUDENTS	28.727	27.688	1.832	0.568	NS
E-SELF NOW	32.848	33.906	1.103	-0.959	NS
E-SELF IDEAL	38.545	40.906	1.578	-1.496	NS
E-OTHER STUDENTS	29.818	29.000	1.713	0.478	NS

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TABLE I

SEMANTIC DIFFERENTIAL

COMPARISON OF PRE AND POST

Total of 90 observations on 9 variables. There were 31 useful observations in Category 1, and 27 in Category 2. There were 56 degrees of freedom.

CATEGORY 1: GROUP 005 POST

CATEGORY 2: GROUP 005 PRE

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	29.259	29.000	.911	0.284	NS
P-SELF IDEAL	31.185	32.194	1.462	-0.690	NS
P-OTHER STUDENTS	27.926	27.355	0.833	0.685	NS
A-SELF NOW	30.852	29.645	1.225	0.985	NS
A-SELF IDEAL	36.889	38.161	1.962	-0.649	NS
A-OTHER STUDENTS	29.000	28.806	1.312	0.148	
E-SELF NOW	32.370	31.000	1.205	1.137	NS
E-SELF IDEAL	38.481	38.968	1.884	-0.258	NS
E-OTHER STUDENTS	30.963	30.161	1.447	0.554	NS

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SEMANTIC DIFFERENTIAL

TABLE II INTRA GROUP COMPARISON

RESIDENTIAL INTERNS

COMPARISON	PRE MEAN	POST MEAN	CHANGE IN MEAN TOWARD ZERO
P-SELF VS IDEAL	-4.77	-4.37	.4
P-SELF VS OTHER	.81	.97	- .15
A-SELF VS IDEAL	-8.62	-5.34	2.88
A-SELF VS OTHER	.92	.11	.81
E-SELF VS IDEAL	-6.65	-3.93	2.72
E-SELF VS OTHER	1.15	.33	.82

HIGH SCHOOL INTERNS

P-SELF VS IDEAL	-6.11	-2.38	3.73
P-SELF VS OTHER	-2.07	1.12	.95
A-SELF VS IDEAL	-8.07	-5.38	2.69
A-SELF VS OTHER	-3.14	0.46	2.68
E-SELF VS IDEAL	-7.14	-5.08	2.06
E-SELF VS OTHER	-2.14	-0.08	2.06

GROUP 002

P-SELF IDEAL	-4.41	-6.38	2.03
P-SELF VS OTHER	0.48	5.57	-4.52
A-SELF VS IDEAL	-7.07	-6.29	.78
A-SELF VS OTHER	-2.41	1.75	.66
E-SELF VS IDEAL	-5.45	-4.63	.82
E-SELF VS OTHER	0.48	5.46	-4.98

GROUP 003

P-SELF VS IDEAL	-4.26	-3.64	.62
P-SELF VS OTHER	2.43	2.29	.14
A-SELF VS IDEAL	-7.30	-8.00	- .70
A-SELF VS OTHER	.87	1.46	-1.46
E-SELF VS IDEAL	-6.65	-4.21	2.44
A-SELF VS OTHER	3.78	5.11	-1.33

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SEMANTIC DIFFERENTIAL

TABLE II INTRA GROUP COMPARISON (CONTINUED)

COMPARISON	-----PRE----- MEAN	------POST----- MEAN	CHANGE IN MEAN TOWARD ZERO
GROUP 004			
P-SELF VS IDEAL	-5.59	-3.06	2.53
P-SELF VS OTHER	3.28	3.12	.16
A-SELF VS IDEAL	-8.19	-6.94	1.25
A-SELF VS OTHER	4.16	2.21	1.95
E-SELF VS IDEAL	-7.00	-5.70	1.30
E-SELF VS OTHER	4.91	3.03	1.88
GROUP 005			
P-SELF VS IDEAL	3.19	-1.93	1.26
P-SELF VS OTHERS	1.65	1.33	.32
A-SELF VS IDEAL	-8.52	-6.04	2.48
A-SELF VS OTHERS	.84	1.85	-1.10
E-SELF VS IDEAL	-7.97	-6.11	1.86
E-SELF VS OTHERS	.84	1.41	- .57

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TABEE III

PRE TEST DATA

COMPARISON OF RESIDENTIAL INTERNS WITH HIGH SCHOOL INTERNS

Total of 90 observations on 9 variables. There were 28 useful observations in Category 1, and 26 in Category 2. There were 52 degrees of freedom.

CATEGORY 1: RESIDENTIAL

CATEGORY 2: HIGH SCHOOL

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF	28.654	27.607	1.113	0.940	NS
P-IDEAL	33.423	33.714	1.141	-0.255	NS
P-OTHERS	27.846	29.679	1.114	-1.645	NS
A-SELF	29.923	29.429	1.634	0.303	NS
A-IDEAL	38.538	37.500	1.365	0.761	NS
A-OTHERS	29.000	32.571	1.661	-2.150	.05
E-SELF	33.269	32.000	1.298	0.978	NS
E-IDEAL	39.923	39.143	1.171	0.666	NS
E-OTHERS	32.115	34.143	1.450	-1.398	NS

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TABLE III

POST TEST DATA

COMPARISON OF RESIDENTIAL INTERNS WITH HIGH SCHOOL INTERNS

Total of 90 observations on 9 variables. There were 27 useful observations in Category 1, and 26 in Category 2. There were 51 degrees of freedom.

CATEGORY 1: RESIDENTIAL

CATEGORY 2: GROUP HIGH SCHOOL

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFICANCE
P-SELF	28.111	31.846	1.095	-3.411	.01
P-IDEAL	32.481	34.231	0.855	-2.047	.05
P-OTHERS	29.074	30.731	1.481	-1.119	NS
A-SELF	33.185	34.115	1.377	-0.676	NS
A-IDEAL	38.926	39.500	1.057	-0.543	NS
A-OTHERS	33.074	33.654	1.570	-0.369	NS
E-SELF	35.185	35.423	1.251	-0.190	NS
E-IDEAL	39.111	40.500	0.994	-1.398	NS
E-OTHERS	34.852	35.500	1.731	-0.374	NS

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TABLE III

PRE TEST DATA

COMPARISON OF RESIDENTIAL INTERNS WITH GROUP 003

Total of 90 observations on 9 variables. There were 26 useful observations in category 1, and 23 in category 2. There were 47 degrees of freedom.

CATEGORY 1: RESIDENTIAL INTERNS

CATEGORY 2: GROUP 003

FACTORY/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	28.654	28.739	1.113	-0.077	NS
P-IDEAL	33.423	33.000	1.236	0.342	NS
P-OTHERS	27.846	26.304	1.055	1.462	NS
A-SELF NOW	29.923	30.522	1.470	-0.407	NS
A-IDEAL	38.538	37.826	1.288	0.553	NS
A-OTHERS	29.000	31.391	1.412	-1.694	NS
E-SELF NOW	33.269	33.304	1.299	-0.027	NS
E-IDEAL	39.923	39.957	1.093	-0.031	NS
E-OTHERS	32.115	29.522	1.370	1.893	NS

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TABLE III

POST TEST DATA

COMPARISON OF RESIDENTIAL INTERNS WITH GROUP 003

Total of 90 observations on 9 variables. There were 27 useful observations in category 1 and 28 in category 2.

There were 53 degrees of freedom.

CATEGORY 1:RESIDENTIAL INTERNS

CATEGORY 2: GROUP 003

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T VALUE	SIGNIFI-CANCE
P-SELF NOW	28.111	30.000	0.972	-1.943	NS
P-IDEAL	32.481	33.643	0.957	-1.214	NS
P-OTHERS	29.074	27.714	1.033	1.316	NS
A-SELF NOW	33.185	31.500	1.386	1.216	NS
A-IDEAL	38.926	39.500	1.015	-0.565	NS
A-OTHERS	33.074	30.036	1.568	1.938	NS
E-SELF NOW	35.185	35.929	1.230	-0.604	NS
E-IDEAL	39.111	40.143	1.222	-0.844	NS
E-OTHERS	34.852	30.821	1.578	2.555	.02

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TABLE III

PRE TEST DATA

COMPARISON OF RESIDENTIAL INTERNS WITH GROUP 004

Total of 90 observations on 9 variables. There were 26 useful observations in category 1 and 32 in category 2 There were 56 degrees of freedom.

CATEGORY 1: RESIDENTIAL INTERNS

CATEGORY 2: GROUP 004

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	28.654	28.813	0.971	-0.163	NS
P-IDEAL	33.423	34.406	0.968	-1.016	NS
P-OTHERS	27.846	25.531	1.015	2.281	.05
A-SELF NOW	29.923	31.844	1.172	-1.638	NS
A-IDEAL	38.538	40.031	1.115	-1.338	NS
A-OTHERS	29.000	27.688	1.470	0.893	NS
E-SELF NOW	33.269	33.906	1.033	-0.616	NS
E-IDEAL	39.923	40.906	1.001	-0.982	NS
E-OTHERS	32.115	29.000	1.359	2.292	.05

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TABLE III

COMPARISON OF RESIDENTIAL WITH GROUP 004 PAGE 14

Total of 90 observations on 9 variables. There were 33 useful observations in Category 1, and 27 in Category 2. There were 58 degrees of freedom.

CATEGORY 1 RESIDENTIAL

CATEGORY 2 004

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	28.111	29.030	1.000	-0.919	NS
P-IDEAL	32.481	32.091	1.424	+0.274	NS
P-OTHERS	29.074	25.909	1.386	+2.284	.05
A-SELF NOW	33.185	30.939	1.470	+1.528	NS
A-IDEAL	38.926	37.879	1.722	+0.608	NS
A-OTHERS	33.074	28.727	1.916	+2.269	.05
E-SELF NOW	35.185	32.848	1.280	+1.826	NS
E-IDEAL	39.111	38.545	1.708	+0.331	NS
E-OTHERS	34.852	29.818	1.828	+2.754	.01

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TABLE III

PRE TEST DATA

COMPARISON OF HIGH SCHOOL INTERNS WITH GROUP 002

Total of 90 observations on 9 variables. There 28 useful observations in category 1 and 29 in category 2. There were 55 degrees of freedom.

CATEGORY 1: HIGH SCHOOL INTERNS

CATEGORY 2: GROUP 002

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	27.607	30.138	1.040	-2.432	.02
P-IDEAL	33.714	34.552	1.027	-0.815	NS
P-OTHERS	29.679	29.655	1.141	0.021	NS
A-SELF NOW	29.429	31.828	1.563	-1.535	NS
A-IDEAL	37.500	38.897	1.316	-1.061	NS
A-OTHERS	32.571	34.241	1.776	-0.940	NS
E-SELF NOW	32.000	35.207	1.304	-2.459	.02
E-IDEAL	39.143	40.655	1.171	-1.292	NS
E-OTHERS	34.143	34.724	1.684	-0.345	NS

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TABLE III

POST TEST DATA

COMPARISON OF HIGH SCHOOL INTERNS WITH GROUP 002

Total of 90 observations on 9 variables. There were 26 useful observations in category 1 and 24 in category 2. There were 48 degrees of freedom.

CATEGORY 1: HIGH SCHOOL INTERNS

CATEGORY 2: GROUP 002

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P - SELF NOW	31.846	31.417	1.288	0.334	NS
P - IDEAL	34.231	33.792	0.909	0.483	NS
P - OTHER	30.731	26.417	1.703	2.534	.02
A - SELF NOW	34.115	32.375	1.586	1.098	NS
A - IDEAL	39.500	38.667	1.306	0.638	NS
A - OTHER	33.654	30.625	1.782	1.700	NS
E - SELF NOW	35.423	35.833	1.276	0.321	NS
E - IDEAL	40.500	40.458	1.014	0.041	NS
E - OTHER	35.500	30.375	2.118	2.420	.02

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TABLE III

PRE TEST DATA

COMPARISON OF HIGH SCHOOL INTERNS WITH GROUP 005

There were 90 observations on 9 variables. There were 28 useful observations in category 1 and 31 in category 2. There were 57 degrees of freedom.

CATEGORY 1: HIGH SCHOOL INTERNS

CATEGORY 2: GROUP 005

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFI-CANCE
P-SELF NOW	27.607	29.000	0.980	-1.422	NS
P-IDEAL	33.714	32.194	1.036	1.467	NS
P-OTHERS	29.679	27.355	0.946	2.455	.02
A-SELF NOW	29.429	29.645	1.455	-0.149	NS
A-IDEAL	37.500	38.161	1.465	-0.451	NS
A-OTHERS	32.571	28.806	1.603	2.348	.05
E-SELF NOW	32.000	31.000	1.290	0.775	NS
E-IDEAL	39.143	38.968	1.311	0.134	NS
E-OTHERS	34.143	30.161	1.549	2.571	.02

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TABLE III

POST TEST DATA

COMPARISON OF HIGH SCHOOL INTERNS WITH GROUP 005

Total of 90 observations on 9 variables. There were 26 useful observations in category 1 and 27 in category 2. There were 51 degrees of freedom.

CATEGORY 1: HIGH SCHOOL INTERNS

CATEGORY 2: GROUP 005

FACTOR/CONCEPT	MEAN 1	MEAN 2	STANDARD DEVIATION	T-VALUE	SIGNIFICANCE
P-SELF NOW	31.846	29.259	1.085	2.385	.05
P-IDEAL	34.231	31.185	1.524	1.999	NS
P-OTHERS	30.731	27.926	1.372	2.045	.05
A-SELF NOW	34.115	30.852	1.396	2.338	.05
A-IDEAL	39.500	36.889	1.930	1.353	NS
A-OTHERS	33.654	29.000	1.425	3.266	.01
E-SELF NOW	35.423	32.370	1.212	2.518	.02
E-IDEAL	40.500	38.481	1.840	1.097	NS
E-OTHERS	35.500	30.963	1.641	2.764	.01

EVALUATION FINDINGS

THE WORCESTER-DYNAMY RESIDENTIAL PROGRAM

THE WORCESTER-DYNAMY HIGH SCHOOL PROGRAM

APPENDIX B

SECTION I: TIME SCHEDULE

SECTION II: ENVIRONMENTAL CHECK LIST

SECTION III: ENVIRONMENTAL CHECK LIST

SECTION IV: OPEN ENDED QUESTION - "BEST"

SECTION V: OPEN ENDED QUESTION - "LEAST"

SECTION VI: EDUCATIONAL PROGRAM - SEMANTIC DIFFERENTIAL

SECTION VII: EDUCATIONAL PROGRAM - LYKERT TYPE

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I. TIME SCHEDULE

We are interested in approximately how much time you feel you spend during an average week on the following activities (the categories are not all mutually exclusive):

ACTIVITY	ESTIMATED NUMBER OF HOURS SPENT IN AN AVERAGE WEEK		
	001	002	005
CONTACT WITH STAFF OR FACULTY	2.05	3.69	5.1
CONTACT WITH ADVISOR	1.17	.94	.57
WORKING WITH A PROJECT SUPERVISOR	4.4	1.06	.79
SPORTS	2.58	3.83	5.16
HOBBIES	5.08	4.31	8.18
EARNING MONEY	8.12	5.62	17.10
RECREATION	13.0	15.2	12.7
SLEEPING	48.7	47.9	46.9
TAKING EXAMS, ASSESSMENTS, QUESTIONNAIRES, EVALUATIONS	1.2	2.4	3.8
READING FOR PLEASURE	4.5	4.1	5.0
TALKING WITH FELLOW STUDENTS	10.0	8.1	14.1
HELPING OTHERS	7.9	6.5	6.4
VOLUNTEER WORK, ETC.	31.3	4.0	.56

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I. TIME SCHEDULE

We are interested in approximately how much time you feel you spend during an average week on the following activities. (The categories are not all mutually exclusive):

ACTIVITY	ESTIMATED NUMBER OF HOURS SPENT ON AN AVERAGE WEEK		
	RES	003	004
CONTACT WITH STAFF OR FACULTY	3.1	7.2	8.4
CONTACT WITH ADVISOR	1.8	.2	.6
WORKING WITH A PROJECT SUPERVISOR	14.1	.5	NA
SPORTS	5.3	4.0	5.5
HOBBIES	3.6	3.0	4.0
EARNING MONEY	1.4	4.2	5.6
RECREATION	15.6	15.77	13.2
SLEEPING	48.5	47.0	49.7
TAKING EXAMS, ASSESMENTS, QUESTIONNAIRES, EVALUATIONS	1.8	6.2	2.7
READING FOR PLEASURE	5.7	5.0	NA
TALKING WITH FELLOW STUDENTS	23.9	3.6	NA
HELPING OTHERS	7.8	3.8	NA
VOLUNTEER WORK, ETC.	29.9	.8	NA

NA = Not Available

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II. ENVIRONMENT CHECK LIST

If I had to describe it here I would use the words: (Check no more than two from the list)

WORD	DHS	002	005
EASY	0%	4.2%	14.3%
HARD	15.4	4.2	25.0
FUN	7.7	20.7	17.8
BORING	0	12.5	14.3
RELATED TO PROBLEMS OF TODAY	23.0	4.2	14.3
CONFUSING	3.8	16.7	10.7
MAKES ME THINK	42.3	12.5	25.0
NOT VERY IMPORTANT	0	8.3	7.1
IMPORTANT TO ME	65.4	41.7	32.1
INTERESTING	30.8	45.8	25.0
OTHER	11.6	16.7	3.6
NIL	0	12.5	10.7

COLUMNS ADD UP TO 200% SINCE EACH STUDENT COULD CHOOSE FROM TWO. STUDENTS WERE INSTRUCTED TO CONSIDER THE WORD "HERE" TO MEAN THE PARTICULAR PROGRAM THEY WERE IN RATHER THAN THE ENTIRE SCHOOL.

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II. ENVIRONMENT CHECK LIST

If I had to describe it here I would use the words: (Check no more than two from the list).

WORD	RES	003
EASY	0.0%	0.0%
HARD	3.7	50.0
FUN	22.2	25.0
BORING	0.0	7.0
RELATED TO PROBLEMS OF TODAY	11.2	0.0
CONFUSING	11.2	3.7
MAKES ME THINK	62.9	21.4
NOT VERY IMPORTANT	0.0	3.7
IMPORTANT TO ME	37.0	57.1
INTERESTING	29.6	21.4
OTHER	22.2	10.7

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III. ENVIRONMENT CHECK LIST

DURING THE LAST THREE WEEK I SPENT MOST OF MY TIME: (CHECK NO MORE THAN THREE).

WORD	RES	003
LISTENTING TO OTHERS	16.0	14.3
INTERESTED	14.8	13.1
INVOLVED	12.3	7.1
LEARNING A LOT OF THINGS THAT I NEVER KNEW BEFORE	6.2	16.6
WANTING MORE FEEDBACK OR INFORMATION	16.0	7.1
BORED	0.0	1.2
ASKING QUESTIONS	3.7	2.4
CONFUSED	6.2	4.8
TAKING PART	16.0	11.9
OTHER	4.9	9.5
NO ANSWER	3.7	11.9

COLUMNS ADD UP TO 300% SINCE EACH STUDENT COULD CHOOSE FROM THREE

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IV. OPEN ENDED QUESTION

WHAT I LIKE BEST HERE IS ...

DHS	002	005
internships (4 responses)	together as a group	non-boring classes
meeting new people (3)	some classes	friends (4)
explore real world	people	people (4)
experience (2)	opportunity to seek new things (2)	people out of school
people (3)	independence (8)	leaving at 2 (3)
makes me think	relaxed atmosphere	subject variety
freedom and responsibility (8)	challenge & opportunity	non-traditional english (3)
trying to learn	awareness of capabilities	sewing
home, family	internships (4)	freedom
freedom to choose internship	options of making own decisions (2)	freedom to be involved in something (2)
personal contact with people	classes	some teachers
treated as an adult	responsibility in internship (2)	lunch (2)
group sessions	no more school in 3 weeks	math (2)
	flexibility and program advisors	biology
		study
		extracurricular activity
		smoking area
		open campus

STUDENTS WERE INSTRUCTED TO CONSIDER THE WORD "HERE" TO MEAN THEIR PROGRAM.

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IV. OPEN ENDED QUESTION

WHAT I LIKE BEST HERE IS...

DYNAMY RESIDENTIAL

Self initiative
concern for others (4)
personal growth (2)
Roommates (2)
Respect from others
Trust
The people (6)
Me
Internships (4)
Contact with interns (2)
Contact with certain staff
Residential living (2)
Possibilities for learning
Responsibility (3)
Love for people around
Openness
Communications with interns and sponsors
Educational atmosphere
Discovering limitless capabilities
Whole experience

003

Course subject matter(3)
Availability of faculty (2)
Sitting outside on nice days
Opportunity for gaining a lot (7)
Friendliness
Living with friends
Friends and teachers (3)
Size of campus (3)
Freedom
Strong academic environment (7)
People (6)
Relaxed atmosphere (2)
open mindeness
Lack of pressure

V. OPEN ENDED QUESTION

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WHAT I LIKE HERE LEAST HERE IS ...

DHS	002	005
no unity & communications between high school interns (5)	disorganization (2)	monotonous routine
little residential/high school communications(6)	writing in journal	administrative priorities
lack of high school advisee meetings	lack of interest	discipline system
lack of contact with program (7)	homogenous of members (2)	chain across parking lot
confusing	no opportunity to be self; always evaluated	childish attitude of faculty
too many demands/pressure	lack of participation	having to come (3)
no confrontation of me and others	school administration	alternative study program a joke
others'lack of responsibility	too much administrative control	little things are too important
can't change society	boring Friday meeting (4)	lazy teachers that don't make it challenging
	filling out forms, evaluations	tests
	group not working as unit	homework
	gym classes	idiotic rules
	homework	not allowed outdoors
	stupidity of teachers	listening to faculty
	feeling that everyone has to relate	administration
		rules about cutting class
		elective course
		animal-like treatment
		confusing
		regimented

STUDENTS WERE INSTRUCTED TO CONSIDER THE WORD "HERE" TO MEAN THEIR PROGRAM.

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V. OPEN ENDED QUESTION

WHAT I LIKE LEAST HERE IS...

DYNAMY RESIDENTIAL

Fear of fear of rejection by group

Lack of care between people

Heavy talk

Doing nothing (2)

No privacy (3)

Lack of commitment to listening

Saying goodby

Split between residential and high school groups (2)

Fear of people to get involved

Confusion about self

Lack of variety

Evaluating

Insensitivity and irresponsibility of interns

Groups

Busy (2)

Traffic

003

Lack of activities (2)

No involvement (2)

Location in city (4)

Not enough time for relaxing (2)

Too easy to fall into background

Overal education quality

The people (2)

The competition (5)

Physical surroundings

No Gymnasium

Lack of sports and facilities (2)

Lack of independent research

People who take school jokingly

Social life

Work pressure (5)

The way knowledge is tested

VI. EDUCATIONAL PROGRAM

Rate each of the following objects according to how you personally perceive it or feel toward it at the moment by placing an "X" somewhere along each of the 7 point adjective scales listed under the object. Place your "X" marks in the middle of the appropriate space, not on the boundaries. For example, if you feel the concept is very closely related to one end of the scale, you should place your "X" as follows:

GOOD X :__:__:__:__:__:__:BAD

THE EDUCATIONAL PROGRAM HERE IS:

WORD PAIR	.....SCORE.....			.....DIFFERENCE.....	
	DHS	002	005	DHS/002	DHS/005
PURPOSEFUL/AIMLESS	1.4	2.1	3.1	.7	1.7
GOOD/BAD	1.5	2.3	3.6	.8	2.1
STRONG/WEAK	2.2	3.4	4.1	1.2	1.9
ACTIVE/PASSIVE	1.8	2.9	3.5	1.1	1.1
STABLE/CHANGING	3.6	4.0	3.6	.4	0
HOPEFUL/HOPELESS	1.9	2.2	3.4	.3	1.5
BROAD/NARROW	1.6	2.7	3.6	.9	2.0
FAST/SLOW	3.0	3.8	4.1	.8	1.1
CAUTIOUS/RASH	2.9	2.5	3.2	.4	.3
WISE/FOOLISH	2.4	3.0	3.7	.6	1.3
FLEXIBLE/RIGID	1.7	2.9	4.2	1.2	2.5
COMPLEX/SIMPLE	3.3	3.7	3.8	.4	.5

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VI. EDUCATIONAL PROGRAM (RESIDENTIAL)

THE EDUCATIONAL PROGRAM HERE IS...

WORD PAIR	SCORE			DIFFERENCE	
	RES	003	004	RES/003	RES/004
PURPOSEFUL/AIMLESS	1.3	1.7	2.0	.4	.7
GOOD/BAD	1.5	2.0	2.6	.5	1.1
STRONG/WEAK	1.8	1.6	3.0	.2	1.2
ACTIVE/PASSIVE	1.9	2.5	3.0	.6	1.4
STABLE/CHANGING	3.4	4.0	4.8	.6	1.4
HOPEFUL/HOPELESS	1.5	2.5	2.7	1.0	1.2
BROAD/NARROW	1.9	2.9	3.1	1.0	2.2
FAST/SLOW	2.2	2.8	2.0	.6	-.2
CAUTIOUS/RASH	2.8	3.4	4.0	.6	1.2
WISE/FOOLISH	2.0	2.5	3.3	.5	1.3
FLEXIBLE/RIGID	1.5	2.5	2.5	1.0	1.^
COMPLEX/SIMPLE	2.4	2.6	2.3	.2	-.1

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VII: EDUCATION PROGRAM

Below are listed a number of statements about various aspects of life at your school. Please indicate to what extent you personally agree or disagree with each statement. You should do this by circling next to each statement the one of the six symbols which best represents your feelings about that statement.

Circle AAA, if you strongly agree
Circle AA, if you moderately agree
Circle A, if you slightly agree

Circle DDD, if you strongly disagree
Circle DD, if you moderately disagree
Circle D, if you slightly disagree

(FOR THE PURPOSES OF THIS REPORT AAA=1, AA=2, A=3, D=4, DD=5, DDD=6)

STATEMENT	SCORES			DIFFERENCE	
	H.S.	002	005	H.S./002	H.S./005
In general, I feel good about the directions in which this place is developing	1.5	3.3	3.7	1.8	2.2
I would prefer that the program were more innovative	4.1	3.8	2.2	.3	1.9
The faculty/staff are well suited to providing the education that is advertised here	2.6	4.1	3.2	1.5	.8
The current programs here provide training that is too specialized	5.9	5.7	4.5	.2	1.4
The students here now are the kind who can benefit most from the program being offered	3.0	4.0	3.5	1.0	.5

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EDUCATIONAL PROGRAM (CONTINUED)

STATEMENT	SCORES H.S.	002	005	DIFFERENCE HS/002	HS/005
I am completely satisfied with my own present level of competence in my major field.	3.0	3.2	3.7	.2	.7
Being of interest here forces me to think about things in new ways.	2.2	2.6	3.3	.4	1.1
I would prefer to move in the direction of having more traditional programs.	5.9	5.3	4.5	.6	1.4
The program here doesn't change you basically.	4.5	4.3	2.6	.2	1.9
The advising system here is a waste of time.	5.1	4.8	2.5	.3	2.6
I find myself overloaded with work here, doing more than ever before.	3.9	5.0	3.8	1.1	.1
The experience here retards development in some ways.	5.5	5.0	3.8	.5	1.9
I feel that the staff will listen to my opinion on things	1.8	3.5	3.6	1.7	1.8
I am not sure what this place is all about	6.7	4.4	3.4	2.3	3.3

EDUCATIONAL PROGRAM (CONTINUED)

	SCORES			DIFFERENCE	
STATEMENT	H.S.	002	005	H.S/002	H.S./005
I find myself strongly motivated to work here.	1.7	3.3	4.3	1.6	2.6
I have considerable informal contact with faculty/staff	3.7	2.9	3.9	.8	.2
I find myself reading more and more outside my major field.	3.7	4.3	3.8	.6	.1
Recently I have been feeling stressed and fatigued.	3.8	4.3	3.0	.5	.8
The pursuit of cultural and aesthetic activities is important to me.	2.6	2.8	2.9	.2	.3

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VII. EDUCATIONAL PROGRAM (RESIDENTIAL)

STATEMENT	SCORES RES	003	004	DIFFERENCES RES/003	RES/004
In general, I feel good about the direction in which this place is developing.	1.3	2.8	2.9	1.5	1.6
I would prefer that the program were more innovative.	4.5	2.5	3.5	2.0	1.0
The faculty/staff are well suited to providing the education that is advertised here.	1.5	2.0	2.6	.5	1.1
The current programs here provide training that is too specialized.	6.7	5.0	5.2	1.7	1.5
The students here now are the kind who can benefit most from the program being offered.	3.7	3.0	3.8	.7	.1
I am completely satisfied with my own present level of competence in my major field.	3.6	3.8	3.4	.2	.2
Being of interest here forces me to think about things in new ways.	2.6	2.5	3.3	.1	.7
I would prefer to move in the direction of having more traditional programs here.	5.9	5.2	4.0	.7	1.9
The program here doesn't change you basically.	4.7	3.8	3.9	.9	.8

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VII. EDUCATIONAL PROGRAM (RESIDENTIAL CONTINUED)

STATEMENT	RES	003	004	RES/003	RES/004
The advising system here is a waste of time.	6.6	4.7	4.3	1.9	1.5
I find myself overloaded with work here, doing more than ever before.	5.6	3.1	3.0	2.5	2.6
The experience here retards development in some ways.	6.0	4.5	3.6	1.5	2.4
I feel that the staff will listen to my opinion on things.	1.6	2.2	3.4	.6	1.8
I am not sure what this place is all about.	6.4	4.8	4.7	1.6	1.7
I find myself strongly motivated to work here.	2.2	2.7	3.3	.5	1.1
I have considerable informal contact with facult/staff.	2.3	3.5	4.3	1.2	2.0
I find myself reading more...	4.1	4.3	4.4	.2	.3
Recently I have been feeling stressed and fatigued.	3.2	3.1	3.0	.1	.2
The pursuit of cultural and aesthetic activities is important to me.	2.2	2.1	2.6	.1	.4

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EVALUATION FINDINGS

THE WORCESTER - DYNAMY RESIDENTIAL PROGRAM

THE WORCESTER - DYNAMY HIGH SCHOOL PROGRAM

APPENDIX C

STANDARDIZED INTERVIEWS

SECTION I: HIGH SCHOOL PROGRAM, APRIL 1974

SECTION II: RESIDENTIAL PROGRAM, APRIL 1974

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STANDARD INTERVIEWS: HIGH SCHOOL PROGRAM

CONDUCTED APRIL, 1974

OK, WHY DON'T WE JUST GO AROUND AND DO YOU WANT TO GIVE YOUR FIRST NAMES?

B:
D:
N:

FIRST QUESTION IS, HOW DID YOU HEAR ABOUT DYNAMY AND WHAT WENT INTO YOUR DECISION TO COME HERE?

B: I heard about it from a couple of friends that had been in the program before and that had really liked it and then of course there was a presentation at my high school which I thought was pretty impressive, you know, you really saw the scenes at the mountains and things like that which were really inviting--that's what looked especially good for me...

D: Well the first time I heard about it was at the assembly we had. You know I'd never even heard about it and they'd said there's an assembly on Dynamy and I said, Dynamy - what's that? And I went and I saw all these pictures of people sitting around and talking and mountains and I said ah, this sounded really good. I didn't even listen to what the people said, it was just the scenes that I saw, the mountains and everything.

N: Well I had some really close friends that were in the program last year and I had always known about it, I don't know why, so they got me really interested and I had been in, Bob and I were both in a _____ program last year--so we had already had a taste of alternative and Dynamy always seemed to be one step ahead of our program and it interested me a lot and it was funny because I was really not thinking about applying at all, the thought never entered my mind until really the last minute. I wasn't in school for the slide show so that didn't get me excited about it. Also when I picked up the application and was thinking about classrooms and I thought, God, I really want to get into this program.

WHAT WERE YOUR EXPECTATIONS WHEN YOU STARTED WITH DYNAMY? WHAT KINDS OF THINGS--DID YOU JUST THINK MOUNTAINS OR...?

B: Well, that was always in the back of my mind. That wasn't basically it because I really had no idea where my interests lie. I knew that a couple of things I really liked doing but I had no idea where, what field I wanted to move into later on, so I just basically wanted to find out my own interests, find out what I would like.

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N: Well, I just, well, it's weird because I had these really high expectations at first-- like you know I'm going to get into a lot of different people and get to know them really well and learn a lot about myself and everything and then at the beginning of the year I was really disappointed at DNC. I was really disappointed that I wasn't, things weren't working out well for me at all, and then, well it's so different from right now where I really feel that everything I wanted to get out of Dynamy I did. What happened was like in my crew, for DNC it wasn't a together crew and it, and it was every man for himself and that upset me a lot and that was one of the things I heard about, well DNC is really nice and people are so close and you could tell when someone was upset that she'd go over this way and you just know it wasn't working like that at all in our crew and it was more the competition that wasn't supposed to be there was really there. I mean it was real physical competition in our crew. And I had wanted to get away from that in school and stuff, but here I was. And I was really worried about it... but it seems to have gone away.

D: Well my first expectations, I thought it would change my whole likfe, make me a new person, outgoing and a really great person, but I don't know, I also had visions of myself working in a hospital as a big surgeon or something, operating on people. And after a while I realized that I wasn't going to be a great surgeon and that the program wasn't going to make me change-- I'd have to do it myself. But you know it's worked out pretty well.

THAT TAKES CARE OF QUESTION TWO. THE THIRD QUESTION IS DEALING WITH SPECIFIC GOALS OF THE DYNAMY PROGRAM LISTED AND I'LL, WE'LL TALK ABOUT THEM AND SEE HOW YOU FEEL ABOUT SOME OF THE GOALS AND DECIDE WHETHER OR NOT THEY WERE FULFILLED. THE FIRST ONE SAYS TO DEVELOP AN ABILITY TO WORK WELL WITH PEOPLE. HOW DID THAT GO?

N: Yeh, I don't think there's any question about that. I think that definitely that is really reached just from the beginning. Whether it works or not, whether it was a positive thing or not, now coming back, especially with DNC I can come back and look at it and see what was wrong or right. And that I should have said to myself, I should have done something then about it instead of just being down. And I don't think there's anybody here, that didn't learn something about going out and working with people.

OK, THAT"S GOOD, I CAN SEE YOU'RE ALL AGREEING ON THAT. THE SECOND GOAL IS TO GAIN A FIRST-HAND UNDERSTANDING OF THE CITY. I GUESS THAT MEANS WORCESTER.

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B: I don't know if that's totally correct. You know living here all my life I thought I knew most of the city but two of my internships have been down in Main South--you know a place where I spent virtually no time the whole time I've been living here. Yeh, it's probably true because I did get to know a part of the city that I'd never been in before. The rest of the city I haven't really been exposed to that much. I mean not this year at least.

DID YOU ALL GROW UP IN WORCESTER?

BN: Yes

D: No

DID YOU GET TO KNOW IT BETTER?

D: I don't know if I, I mean all my internships were in places that I've known about, you know like a hospital or a school that's not really foreign to me, so I didn't, I don't see how I learned the city...

N: I had thought about that before, originally--and thought no---but just recently I've just come across, just talking to different kids who had have had internships at different places--I hear about these places I've never heard of--and some political things that I never paid any attention to before and have just become more aware of because they affect this and the other thing and I, yeh, I think I really learned a lot more -- Oh, just Ok, I wanted to say, I went to State Hospital--I knew it was there--but I never realized what was there and a lot of people who were there are just in the city anyway--and you forget about those people unless you work with them and I was never aware of all the people who live in this area (of the Dynamy center).

GOAL NUMBER THREE IS TO TEST OUT CAREER AND VOCATIONAL INTERESTS.

B: Yeh, I think that's kind of obvious--you know that's, you know the reason you take an internship is because you want to find out something about that field.

DID YOU FIND OUT ABOUT A LOT OF FIELDS?

B: Yeh.

ND: YEH.

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OK, TO ACHIEVE INCREASED INDEPENDENCE AND RESPONSIBILITY FOR YOURSELF AND YOUR EDUCATION.

B: Yeh, I tend to agree with that because you're not pushed to go to your internship or you don't have to show up--I didn't have any specific times for any of my internships and you know if I had wanted to I could have just taken off half a day every day -- so there really is a lot of, you got to push yourself a lot and you are responsible for your own education. No one's looking over your shoulder.

D: And a lot of it is just asking questions too. Someone doesn't just tell you everything to do and you take down notes and all. Anything you want to learn you have to ask about--so you have to do a lot on your own.

IT SOUNDS LIKE A GOOD PROGRAM. THE LAST GOAL IS TO DEVELOP; INCREASED EFFECTIVENESS IN DECISION-MAKING. ARE YOU GOOD DECISION-MAKERS NOW?

N: Yeh, I'd have to say yes. Well first of all I had to take a seminar, have a seminar on decision-making so that would have one thing and that way I did learn about how to decide things--also just to think--the big thing was, is in talking to people, I've gotten to know myself better and knowing yourself better then you can really decide things and that's why I think one of the really main things is to know what you stand for.

B: Which is the advantage of having people on Queen Street, you know because if you're friendly with the people on Queen Street it's you it's just a whole different thing--finding out about different people--you know the more you learn about other people the more you understand how your own head works.

I'D LIKE TO KNOW ABOUT SOME OF THE RELATIONSHIPS YOU'VE HAD WITH SOME OF THE PEOPLE IN DYNAMY. LET'S START WITH THE ADVISORS? OK. WHAT KIND OF RELATIONSHIP DO YOU HAVE WITH YOUR ADVISORS HERE--DO YOU FIND THEM HELPFUL? DO YOU LIKE THEM? HAVE THEY BEEN ABLE TO HELP YOU WITH PROBLEMS?

N: I think this is probably one of the problems with the high school program--I found that the two high school advisors are not the types of people that you come up to and talk to, when there's something on your mind because that's just the type of people they are. They're two males and older and pretty distant--it's more on a business level to have an internship like. It's very friendly, you know, I can really kid around--but you know, nothing really, if something's bothering me I wouldn't turn to them. But the other staff people that I've interned with, I really....

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WE'LL GET TO THOSE IN A MOMENT....

N: But the advisors themselves--I'm not at all pleased with them.

DO YOU SHARE THAT?

D: I don't know--advisors--I don't know, he's helpful to me, you know like if I have a problem I can talk to him it's just that well I have to plan my times when he's free and I can come in and talk to him. And you know, sometimes I feel kind of strange you know because I feel like he's too busy to listen to me. Once I corner him he'll start talking to me.

B: I don't know. I haven't had any really hard time talking to my advisor. But I think that might be because I'm a male--because it only occurred to me the other day that shit, in the high school program the females have got no older female to turn to except , there are two female residential advisors--which I suppose most of the girls talk to when they have women problems...

N: Yeh, that's what happens. That puts too much..what happens see I turn to who's one of the advisors and she was my crew leader so I already had this relationship with her where some people couldn't, they didn't have any relationship with her and couldn't and aren't the type of people who could just go up to her and talk to her so I had that advantage. But that, I don't know what I was going to say, oh so I could see it being hard for other kids who didn't have anybody. And the thing is, some people wouldn't choose to talk to, wouldn't even think--they think Dynamy's the internships and if I've got other problems, there are other people to talk to about them--but somehow I think that especially since the pay that they're getting, the money is such a thing and one of the claims you know that people, the administration or whatever says that the money is needed for the staff--but the staff--the advisors aren't really doing that tremendous a job then I think it's a waste of the Worcester Public Schools Money to have to shell out so much money to pay them if they're just paying them to just say, "How's your internship?" I mean if there are no problems with an internship, then what do you need the advisor for?

B: That's not always true, though. Because there are a lot of things I mean just because like you're you and you and your advisor had that kind of relationship--it makes it--that's not always true...

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N: I know that's just one point though--see I find it hard to argue with somebody who makes the claim....and one of the big things that Dynamy says is that...and if the staff isn't really, isn't up to par....

WHAT ABOUT SOME OF THE REST OF THE STAFF? HOW HAVE YOUR SPONSORS BEEN?

N: Oh, my sponsors--GREAT.

B: Great.

YOU'RE WINCING A LITTLE, ...

D: Well I had one good sponsor and I had--my first one was really good. But my second sponsor and I didn't get along too well. She was just so uptight about appearances that you had to.....

B: Oh I told you not to work there. I worked there last year and I hated it. And it was the same hassle--she hassled me for appearances and combing my hair.

D: She told me I had to have a uniform and all this stuff and I had to comb my hair and I couldn't wear my skirts because they were too short and she just went on and on. I couldn't do anything without her permission--can't chew gum, no earrings, no jewelry, nothing.

OTHERWISE WERE THEY PRETTY GOOD?

B: Excellent. Really some of the most amazing people this year.

N: The funny thing my internship at like State Hospital--I had like two sponsors there in two areas and they were probably the two busiest people that I could have ever had. Like we didn't have that much time to just sit and talk but they were just too incredible. They were really incredible people and good sponsors. Then when I went to Darrly in the special ed. department, I had a different, completely different kind of sponsor. She told me everything. It was so good, really, really good sponsor.

HOW ABOUT THE OTHER DYNAMY INTERNS--HOW DO YOU GUYS GET ALONG--HOW DO YOU GET ALONG WITH THE OTHER INTERNS?

B: I get along fine. I've got a lot of friends in the program. I'm really happy.

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D: I got along with them--but I don't see anybody. I only see the kids who go to with me, you know the ones who have a class in the morning; other than that I don't see anyone in Dynamy unless there's a seminar or a meeting. So....

N: I'm really happy and get along very...it's funny because a lot of people I've known for a really long time and didn't care for that much and never really got to know that well and I got to know them better on a different level you know. I think that thing that a lot of us liked and realized on the retreat was next year, it'll be so cool knowing people all over. Even if we haven't said two words to them all year--we just have an incredible amount in common--that we're just, you know it's going to be neat--you know it's nice, it's like a--there's this bond between us, it doesn't matter you know if we don't... we're so different. Like just being in Dynamy makes it a lot the same.

WHAT ABOUT THE REST OF THE DYNAMY STAFF--DO YOU HAVE CONTACTS WITH THEM? WHAT KIND? I DON'T KNOW WHO THE REST OF THE STAFF IS--WHO ELSE IS THERE?

B: Well there is the director. Who, I find really easy to talk to and I've gone to him a couple of times to talk you know where having gone to my advisor--you know where things have been bothering me and I wanted to talk on a very, a higher level, rather than just go through everyone else--I just would come directly to him. And he's really easy to talk to--a really, really good guy. You know there are a lot of really good people. You get your pick of maybe five other people who all would be equally as good to talk to.

DO YOU FEEL YOU LEARN MORE FROM DYNAMY IF YOU'RE A RESIDENTIAL STUDENT RATHER THAN LIVING AT HOME, DO YOU THINK?

N: I'd have to say, initially "yes" I think that there are ways of going about that differently. I think that's going to be dealt with next year and we've talked to about that you know. Well, just by living at home--you're living at home I mean that makes that makes a big difference you're not responsible really responsible for yourself. You're still-your parents have a say. It depends on what your home life is like also. If you've got, you see I'm still in to being a high school senior a lot. I've got a lot of friends still and I've got other--I'm in organizations--so that keeps me in contact with people. You know I'm still into high school. But I'm also getting the Dynamy thing. It's different. But I could see where if you have no other responsibilities besides being in Dynamy and getting to know those people you'd get a really lot more out of it--you'd have more time to spend here.

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YOU'RE BOTH SHAKING YOUR HEADS YES--ANYTHING TO ADD?

B: There's a lot you get being a resident that you don't being a high school intern--because just because you're living together with like 29 or so other people, it's just a lot easier--it really is. The ties between everyone in the program because they're in Dynamy--but there are special ties between residents because you're living together--like there are special ties between high school interns because the high school interns--I'm kind of in the favor of residents and I think it's a very good situation being in--you know if I had my choice I'd be living there. But then again they pay $4,000 to do it and I didn't, so maybe they've got a right.

D: Yeh, they've also got the advantages of responsibility and really have REALLY managing their lives financing and stuff like that. That's a neat thing.

NEXT QUESTION. WHAT ONE THING HAS BEEN MOST SATISFYING ABOUT DYNAMY TO YOUR THINKING? CAN YOU THINK OF ONE THING? THAT'S A HARD QUESTION.

B: I think the people I've met through work. Like Main South was a whole community in itself and I just couldn't begin to tell you like all the people I've met and all the different kind of people I've met and people I've gotten really friendly with and that are just, you know, no things that I ever knew even existed, really incredibly intelligent--really, really fine people.

D: I think my new internship is. I'm working at the Greendoor Garage and there are so many things I just never knew about cars before and like I'm learning but it's really fun at the same time, you know--you just get to fool around and things that I'd never get a chance to do any other way.

N: I guess I'd have to say ___State Hospital and the way people responded to me--both patients and staff members there who were just very impressed with me and really made me feel good and let me know how they felt about me which is a very satisfying thing because some people don't let you know.

OK, HERE'S THE OPPOSITE PROBLEM--WHAT'S BEEN YOUR GREATEST PROBLEM WITH DYNAMY? OR PROBLEMS?

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N: Mine was deciding how much time--how much I really wanted to get out of Dynamy and time was a big thing in that I have in that I wanted to have my cake and eat it and do everything and like do everything in Dynamy without giving up all that. And probably the hardest thing was realizing that I couldn't do that, and to knock off some of my other activities so that I could get the full experience, fullness out of Dynamy.

D: Well my problems started in the beginning. I was just kind of upset that, I thought the high school program was really you know put in the background. I felt that the resident program was Dynamy and that the high school program was just the internships because like we weren't as close to anything--I don't know it's just hard to explain. The residents seemed to be involved in everything, but like that had to do with Dynamy but like back home, I had family responsibilities and friends that I've grown up with for a long time and they'd feel kind of upset if I just took off and forgot about them for a whole year. And so I felt like everything was pulling me all different ways. And was this incredible.

N: I think that's it the....

B: Definitely, definitely, just having to deal with having to, wanting to keep old friends and having so many new friends that you want to devote all your time to them and then having the family pulling you.

OK, IF YOU COULD CHANGE ANY OR ALL OF THE PROGRAM, WHAT WOULD YOU DO?

B: Well I think that they're changing it in one way that is very good. The residents have support groups among themselves--you know, I think there are four of them, and what they're going to have next year, they're going to have like eight of them and they're going to be all of them high school and residential mixed. So, in other words, you'll be able to meet with high school or residential in terms that you don't know--because they're guaranteed at least once a week. Besides, you know outside of seminars and things like that. But outside of support groups there's not that much that you can really do because they are two different programs in a way and with the money difference and all you can't have the high school interns living on Queen Street you could just never do it.....

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D: When we had our meetings, we were supposed to have advisor group meetings you know--all the high school kids that were in group and all high school kids that were in group met every other week and we did it for about three weeks and that was it--there were just no more meetings. The high school kids go together for just a short time and then it was all over.

UM, SO YOU'D CHANGE THAT HOW IN THE PROGRAM?

D: Well, it should have been continued.

N: I guess my major thing, the high school advisee relationship, the high schnol advisor--because that was really the main--just the fact that I couldn't go to my advisor and talk about things--and I had to go to someone else--that's really putting a lot of responsibility on like she's got a lot of , like she's got her own group of kids who go to her. She lives on Queen Street so she gets a lot of .. plus she gets a lot of high school students ... that's too much--it's too bad that I couldn't have gone to my advisor.

WHEN YOU FINISH HERE, WHAT DO YOU THINK PEOPLE WILL THINK YOU'RE CAPABLE OF DOING?

B: I don't know.

DO YOU THINK THEY'LL THINK YOU'RE MORE QUALIFIED...?

B: I don't think I'm qualified to do anything now. It's not so much any skills I've learned--but just some of the basic things you learn by yourself and in dealing with other people but that's just, I think I could at least try to take on anything now.

N: I think it's a silly question. I think it would be more like what I think I could do--not what people think I could do--but I just think that maybe people should expect a more I guess mature, healthy attitude about a lot of things--like I said before about cramming ten years of learning. I guess and that's a long time. And I think that it would be fair to expect a lot more learning out of somebody--a lot more social learning.

WHAT KINDS OF REQUIREMENTS AND NEEDS ARE YOU GOING TO BE LOOKING FOR IN JOBS? IN LOOKING AT JOBS, HAS YOUR THINKING CHANGED ABOUT SOME OF YOUR NEEDS?

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B: I think so. Could you repeat that again, I didn't really get what you said.

THE QUESTION IS WHAT KINDS OF REQUIREMENTS AND NEEDS ARE YOU GOING TO BE LOOKING FOR WHEN YOU'RE LOOKING FOR JOBS, WHENEVER THAT IS? ARE THERE DIFFERENT KINDS OF THINGS YOU'LL BE THINKING ABOUT WHEN YOU'RE THINKING ABOUT JOBS NOW?

PAUSE

B: I really couldn't work in any place that was, like a bank or anything like that--anything businessman-like. I'd probably want a pretty loose kind of atmosphere where I can be given something to do and do it on my own time and not have to punch in at nine and punch out at five and you know just write so many letters in one day and crap like that.

DO YOU THINK DIFFERENTLY AT ALL?

D: I don't know, like I think, well I've already got a pretty good idea about what I'm going to be doing that's fairly structured--really structured. Like I wanted, when I first came in I thought I'd try teaching for an internship and nursing--and I've decided now that I want to teach nursing. Have the two of them together--so I think that's a pretty structure.

N: Well I think I go for structure--but structure in that it's not too structured. Well, I think I'll go into occupational therapy and that's structured in that you go in at a certain hour and leave at a certain hour every day but it's not, and it's structured you have a set number of group of people thatcome to see you during the week, but in what, what I'd be doing every day wouldn't be the same. But I need basic structure I think because I don't think I could handle independence and you know especially for that field, there's no way.....

WHEN YOU GET OLDER, WHAT KINDS OF GENERAL NEEDS DO YOU THINK YOU'LL HAVE ABOUT LIFE? BUT JUST THINKING ABOUT THE KINDS OF THINGS YOU'VE GONE THROUGH IN THE PROGRAM AND STUFF--WHAT THINGS DO YOU FEEL ARE REALLY IMPORTANT--DO YOU THINK YOU'LL LOOK BACK TO--CAN YOU IMAGINE THAT? SAY TEN YEARS, I DON'T KNOW--WHAT KINDS OF NEEDS AND THINGS DO YOU THINK YOU'LL FIND ARE IMPORTANT TO YOU?

N: In looking back?

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YEH, PROJECT YOURSELF INTO THE FUTURE AND LOOK BACK?

PAUSE

D: You don't mean materials and things....?

I DON'T KNOW, COULD BE.

B: That's a need yeh, MONEY!!!

D: But you mean like?

B: To feel at ease with the people I'm working with--and get along with them because when there's a grudge it gets in the way of me doing anything.

N: I guess I'd like to be happy in what I'm doing. I wouldn't want to be doing a job or having gone through, you know I wouldn't want to look back on college as a bad thing--I'd want that to be good knowing that something good would come out of it---because my next four years make it five--I will have been in college--that experience I guess would have been a good growing experience.

D: I guess being sensitive to other people and all is helpful. but I'm trying to think what would be helpful to me-I guess you know, being a teacher that I am the needs of the students and stuff like that you know I couldn't be just like a computer you know, I'd have to be needed anyway.....

HOW DO YOU FEEL YOU'RE DIFFERENT FROM THE TYPICAL DYNAMY STUDENT? LOADED QUESTION?

N: Maybe it should be stereotype--because there's very definitely a stereotype. There's the freak--hiking boots, flannel short and Milolta.....

B: Camera and ten speed bike--that's just how Worcester people see it. Well I don't like photography--that's about it, though.

WHAT ABOUT THE PEOPLE REALLY IN THE PROGRAM?

B: Well most of the residents are pretty much upper class, come from very wealthy...

N: Very wealthy...

B: Preppy families. I went to public schools all my life.

D: You did this.

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B: I've never been further west than Ohio nor further south than Florida. Further north than Maine.

N: Religiously I'm different--I have very strong Jewish feelings. One reasons that that's different--there aren't as many, there aren't a lot of kids who are Jewish in the residential program--and I feel differently from the high school Jewish kids cause most of them don't have too much to do with it. And at first it was uncomfortable for me.

D: I mean I think I'm different--maybe not from all of them--but from most of them because I'm really involved outside Dynamy you know--I cheer for the basketball team and our Church and I belong to the CYC and I go to catechism and I'm just always busy and things outside Dynamy--a lot of times it conflicts.

N: Yeh, I also have that.

DO YOU FEEL YOU GET PREFERENTIAL TREATMENT OR DISCRIMINATED AGAINST HERE FOR ANY REASON?

ALL: Here?

AT DYNAMY.

ALL: No.

OK, HERE'S A REALLY DIFFERENT KIND OF QUESTION. PRETEND THAT YOU ARE ASKED TO DEVISE A GASOLINE RATIONING SYSTEM FOR ALL THE PEOPLE ASSOCIATED WITH DYNAMY, OK? HOW WOULD YOU GO ABOUT IT? WHAT WOULD BE THE FACTORS BE THAT YOU'D THINK ABOUT IN FIGURING A GASOLINE RATIONING SYSTEM FOR DYNAMY PEOPLE? WHAT ARE THE THINGS YOU'D WRITE DOWN THAT YOU'D FEEL YOU'D NEED TO CONSIDER?

N: How far away an internship is?

D: What kind of car they had. Small car....

B: How much cruising they do. Some people drive a lot some not at all.

N: Public transportation--how it would work out with public transportation.

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B: What they're going to be using it for. I know one guy that goes every single weekend to New York to visit his girl friend--and you know some people just don't use their gasoline that way--they have to use it as they want it.

GOOD, NEXT QUESTION--WE'RE GETTING TOWARDS THE END. WELL, WE'VE KIND OF COVERED THIS, BUT YOU CAN SAY MORE IF YOU'D LIKE--ARE YOU DOING OTHER ACTIVITIES OUTSIDE OF DYNAMY? YOU MENTIONED.....

N: Yes. I'm in a girl's service group--last year, I'm an officer--I guess one reason that I still have anything to do with it is more on a nominal basis because I did so much last year as president. I'm very active regionally in a Jewish youth group. I have a little sister. Plus I have , well you could, they really attach themselves--just in phone calls takes up a lot of my time--I'd be in the middle of.....and she'll call up and I'll have to play serious and get involved really and stuff that really is a big part of my life now. I guess my friends--I'd list that as an extracurricular activity. I have friends from other things before and that takes time and visiting friends at school and in Worcester--visiting them is what it comes more down to and that takes time.

D: I've listed most of mine. The only other thing is my class I take it , and it takes time at night to do homework and stuff.

B: Just trying to keep in touch with friends is like a whole activity. I've got one really close friend who I'm going to spend the year with next year. We're going to leave the country together for the year--planning this all year. So that's going to take up a lot of time.

D: Where are you going?

B: Canada.

HOW DO YOUR PARENTS FEEL ABOUT WHAT YOU'RE DOING HERE?

B: They love it.

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N: My parents really like what they know. But I don't really know if they know all the stuff that's going on that I felt and talked about with people. I think they'd be shocked at knowing all the things that I've discussed--things that I think would be really hard for them to understand that their youngest daughter is realizing, you know--but they're happy with it and they think it's great. I guess they mainly see the intern stuff.

D: Oh, my parents think I'm a pioneer or something. They say oh like, most parents would think Dynamy is for boys, but you're a girl and we'll let you go in Dynamy and I'm the only girl at the garage. Plus now they kind of assume that my sister is going to come here and my brother and everything. It's like you know they probably wouldn't have heard about the program if I hadn't gone in, and now I tell them about it all the time and they think it's a really good program, so.

N: Oh, I have something that I forgot, oh. Somehow my parents think it's such a ...maybe my mother saying something like you know not all parents would let you be in this. Which is really absurd, there's nothing so strange that a parent wouldn't want you to do it if they really knew what was going on here. It's just..you know not everyone would let their daughter. You know--"we're being liberal."

B: Of course my parents don't know everything that's been going on in my head because you know it would take days to explain it, but from what they do know they're really impressed--they really think I'm getting a lot out of it.

OK, LAST QUESTION--WHAT ARE YOU DOING NEXT YEAR--WHAT ARE YOUR PLANS? YOU'RE GOING TO ?

B: Yeh.

D:. I'm going to school.

N: I'm going on to school--very happily--I'm going to Occupational Therapy. And I attribute my wanting to go because of Dynamy. My getting in because of Dynamy. And I'm really looking forward to going--in a nutshell.

Thanks a lot.

End of Interview

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I'M JUST GOING AROUND AND IF YOU'D GIVE ME YOUR FIRST NAMES. YOU'RE .. AND .

L: I'm .

C:

S:

FIRST QUESTION IS HOW DID YOU DECIDE TO COME TO DYNAMY? WHAT HAPPENED?

L: Well for me, I spend last year my freshman year at College and I was sort of going through--seeing other Sophomores going through this thing of what am I doing--what am I going to major in and I began to think about that too--really not too sure and I figured Dynamy would help me out career-wise--just give me a better idea of what my own interests were, what I was able to do. But I also came for the independence and exposure that I wanted that I wasn't getting in college.

HOW DID YOU BECOME AWARE OF THE PROGRAM?

C: I was in college and I had a friend that was in Dynamy and I was looking for an alternative to college for a year. I was thinking of taking a year off. And she kind of told me about the program and started me off, having contact with her.

S: Well I kind of decided that I really didn't want to go to college just this year. I didn't get into the places I wanted to if I was going to go in at first I had heard from a friend at that time. My friends were interested and acquainted with the program. And then there were the colleges that I had applied to and I wanted, and I got into all of the colleges that I applied to and I wanted to turn them down, but my parents wanted me to go and I said I really don't want to go. And they said, "have you ever heard of the Dynamy Program?" and I said "Yeh, I have" and I had never even mentioned it to them before that time and they said, "Well why don't you go out and take a look.

R_____, how did you get to know about Dynamy?

R: My college counselor didn't know about it at all. He didn't know about any alternatives, but an English teacher of mine at school had heard about it because he had a student who had gone here and who really liked it.

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And I was just looking for something. I had graduated early and I didn't want to go to college, and I was finished with high school. So, when I, I came here for an interview and how much can you know from that? but I did initially, you know, I got a really good impression, so I got in and decided to go.

WHAT KIND OF EXPECTATIONS DID YOU HAVE WHEN YOU CAME HERE? WHAT DID YOU THINK THE PROGRAM WOULD BE LIKE? DID YOU HAVE A CLEAR IDEA?

My ideas were just to help myself decide what I might want to major in in college and what my interests were. And also to try out a few things that I knew I wouldn't really to able to do as a summer job or something like that because I didn't have enough skills. So that was basically it, and I really didn't have any idea about the rest of the program. Even when I came here in September I really had no idea about the, I don't know what was going to happen during the year. And it really was a shock--a pleasant shock to find that there was a lot more than I had expected--so I got even more than what I thought I was going to get.

WHAT DID YOU THINK THE PROGRAM WOULD DO FOR YOU WHEN YOU CAME?

R: Well, you know I was going to Dynamy and Dynamy was, nobody had heard about Dynamy. So I had to kind of formulate my expectations and I didn't want to really because I had no idea what was going to happen. So when everybody else would say, I would say that I wanted to find--well it was part of my education I guess. I wanted to get a better idea of what I could do, you know and go into college with more of a direction instead of going just from high school to college. And, so th twas like the main reasons and another was just to get completely out of the academics. I just was looking for some real life experience outside of school walls. And I expected that Dynamy would give that to me. But it was like so out of the realm of many people's ideas of what you should be doing. I had expectations, I guess but I wasn't sure if I was making them for me or someone else.

HOW ABOUT YOU ? WHAT WERE YOUR EXPECTATIONS?

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C: Well, I expected to get a little, a taste of a varied sort of thing, like a lot of different fields. Get some practical experience in a lot of different fields or just a few depending on how interested I was and what I was doing and whether I wanted to stay there. And I wanted to also get a feel for some people other than the people I had known since I had grown up in Worcester, I like wanted to get to know some people outside Worcester, from different areas and to make do about that. Just to come in contact with a pretty motley crew-if you want to put in that way. (Laugh) And I don't know to widen my experiences and kind of put things in perspective. Like college was just such a big difference. Well, I went to U. Mass which was such a big difference from the high school I went to--it was a small kind of private high school and going into 26,000 people.It was just like I wanted to find some sort of grounds on where I was. Because I really didn't know what was going on in college. It's so easy to get lost at a place like that and not really know what is going on--of course there is your life and your friends and the people around you. And it seemed so unfeeling, so uncaring that I needed something to get back, put myself on the right tract. I needed some independence--well, not sort of an increased independence in that I needed some people with who I'd be in close contact with and like inner feeling being real free. Like I didn't feel free there. I felt restricted and like too many rules getting bogged down and all that. I needed some grounds to get back on to put myself on the right track.

THE DYNAMY PROGRAM LISTS SOME PRETTY SPECIFIC GOALS. I'D LIKE TO GO THROUGH NOW AND JUST READ EACH OF THEM AND PAUSE AND LET YOU COMMENT ON EACH OF THEM AS I GO THROUGH. THE FIRST ONE IS "TO DEVELOP AN ABILITY TO WORK WELL WITH PEOPLE." HAS THIS PROGRAM REALLY HELPED YOU WITH THAT?

R: It's helped me, I think--most aspects of the program have really enhanced that kind of goal.

L: For me it was really sort of one of my reasons in wanting in come here was to throw myself into a situation where I'd have to work with a variety of people. You know like a blue collar worker, carpenter and a welfare worker and a lawyer and all different levels of people. First of all to kind of see what my reaction would be and then secondly to see to well, just if I could survive working with these people, or you know how I would get along.

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AND DID IT HELP YOU WITH IT?

L: Yeh, well it gave me an idea of what kind of situation I feel most comfortable with, and it also gave me an idea of how I react to these people. You know it works.

C; Yeh, I think that's one of the things that I think is just coming from me. You know I think I fulfilled most of my goals for coming here. In that I got a good wide perspective on a lot of things and now I'm working on, sort of like, not, not, not outwardly, but inside me I think I'm working on things like inner order and I'm working on that now. Working with other people. I've always had like having no problem working with other people anyway, and I think it's just getting better now. It's just enhancing it--yeh so I think that goal's met.

S: Mine is basically what Chris said--but just working with people and all I ever thought of as difficult in my life. You know I always considered myself a person who could get along exceptionally well with people. And when I came here, I found that that was--you know I found a whole new side of myself--that I was having quite a time getting along with some of the people here on Queen Street. And I really haven't had any problems dealing with my sponsors and the people I've worked with--but that's more on a professional level and it hasn't been quite as intense as it is here. And it's really brought out a lot in me as far as knowing my capabilities in dealing closely with people. And I'm much more aware of how I do do it. So, it's helped me a lot.

HOW ABOUT "TO GAIN A FIRST HAND UNDERSTANDING?" YOU'RE FROM WORCESTER, C--ARE THE REST OF YOU FROM WORCESTER?

ALL: (except C) No.

MT: _____, do you have a first hand understanding of the city?

S: Yeh, I think so. I've always really gotten into cities--so it was really something I wanted to do. I love living in cities and I enjoy going out and doing things with and in the city, so I think I know it pretty well.

ARE YOU FROM A CITY?

S: Yeh, I'm from _____.

MT: _____ HOW ABOUT YOU?

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L: Yeh, I'm from a city too. I'm from Baltimore and I agree, I really love cities. But I don't feel I have a first hand understanding or whatever they dais of Worcester at all. I really don't feel that. Especially just in this neighborhood on Queen Street where we live--I don't know any of my neighbors. And it could be just my internships haven't dealt with working with people in the city too much and that could be partly it and also that I haven't made that much of an effort. But no, for me that goal has been zero.

HOW HAVE YOU BEEN DOING HERE?

R: I think, I have had a lot of, this is my first city and I really like it. I just in the latter part of the year have begun to use the resources it has. I think it's a city in which you have to look for a lot of things, but it's there and I've been working in the community a lot, so that's helped--you know the familiarity from just that. And my internships have helped me in that also to kind of (take a course) through Dynamy which was urban anthropology which dealt with Worcester and the diversity of ethnic groups and staff. I don't feel like I know my neighbors either, but I still feel much more comfortable with the city, I really do.

OK, WHAT ABOUT "TESTING OUT CAREER AND VOCATIONAL INTERESTS?" DID YOU GET TO TRY OUT PRETTY MUCH WHAT YOU WANTED TO?

R: No, not all of it, but well I've always been very interested in social working, community service and I've had a lot of experience in that. The good thing about Dynamy is that it lets you be on a level where you can be effective in certain businesses or whatever you're doing and it just depends on how much responsibility and all you have--but there's the potential. So you're not just going in there and observing. You become very involved--at least I have bee. I don't know...and it's just much more comfortable with something not having to be a career and still something very close to you.

HAVE YOU BEEN ABLE TO TEST OUT YOUR CAREER IDEAS?

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L: Yeh, I have been and for me it's been really ideal and I figured out now. You know that I was going to, my sophomore year I was going to go into the teaching program and I decided after spending an internship teaching that I really don't want to be a teacher at all. And I've figured out what area you know that I feel capable in and that I'm really interested in. So I'm going back with a lot more motivation and direction than I had when I came.

C: Yeh, I think so, I think I've gained a lot of practical knowledge in fields that I was interested in before. It's given me a new understanding and a much better understanding of what I was really into. Like taking classes and things like that, well they have their place, that's infe, but you can lose yourself in that kind of thing. And I feel as though I've gotten so much more out of this than I would sitting in a classroom for a year and like worrying about marks and things like that. And I feel as though I have a fresh understanding and much more enthusiasm about what I'm going to go into.

HAS THIS REALLY HELPED YOU DECIDE ABOUT CAREER?

S: No, for me, I had some ideas about what I wanted to test out when I came here and I haven't had a chance to do them because Worcester doesn't offer them.

WHAT KINDS OF THINGS WERE THEY?

S: Well I was interested in archaeology and I haven't been able to find anything dealing with archaeology.

L: Dig up Filenes!

S: I was also interested in animal conservation and working with that, and in that there's nothing to do around here.

R: Aren't some of things offered, but like outside of the city?

L: Yeh, but like 12 miles...

R: How about _____?

L: Yeh, but there's not much there. They don't have enough for an intern to do. So I was interested in going into film maybe and you know, all these things I could get a general idea of them, but I'd only maybe working 2-3 hours with maybe a professor. But there's nothing that I could do as an internship as a full time thing that would be

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really valuable. But on the other hand, you know I have so many interests that maybe I don't want to make careers out of that I never would have done in my life and I feel that I've fulfilled those and you know I think that college is probably the place for me to get what I want from those other ones. And that's OK with me, really, I...

UHM, WHAT ABOUT ACHIEVING INCREASED INDEPENDENCE AND RESPONSIBILITY FOR YOURSELF AND FOR YOUR EDUCATION?

R: Yeh, I think, I've been put into, most of us have been put into, just having to deal with really new situations. And having to make decisions and having to take initiative some of the time. Which I learned, that's the only way you're going to get any place you know. And taking the first step, and I just feel, you know, so much more, responsible for myself and so much more, just independent in the sense of being, knowing that I can be competent and knowing that there are places I can go. And it's just opening up a lot of new things in education--a lot of new alternatives--knowing that my life doesn't have to be going to college. It's getting an understanding and being on your own and I feel I can do that. It's pretty much like the program.

YOU REALLY FEEL LIKE YOU'RE STARTING TO TAKE INITIATIVE?

R: In the jobs, I've had--I've had to deal, like for myself--they might not have been for anybody else, but for myself there were difficult situations where I found out I was much for effective that I thought. So it was on my mind. You can just do so much.....You don't feel dependent on anyone else for your education--I mean financially I do, but otherwise I don't at all. It's a decision I have to make.

_____HOW'S YOUR INDEPENDENCE?

L; Great, no, I don't feel as strongly as Robin does about that. I guess I feel that my independence came when I took the step to come to Dynamy to come against my parents' wishes and to take a year off and stuff like that, and that was sort of the independent step--but I could have done that and not done Dynamy. I could have just taken the year off or something and just traveled around.

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C: I don't know I have to break that in two--like say independence for myself, no. I don't think so at all--I've been away from home for a long time--I left home close to two years ago and I've been pretty independent since then. And I don't know if I really depend on my parents for really anything--moral support maybe. And in, but in the area of education, I think yes very much so. I think it's maybe just a step, not maybe in the right direction, but like much more, it's showing a lot more independence, just coming here in the first place. And I feel as though if someone has had a bad year or even if they haven't gotten anything out of it. They have gotten something out of it in that they've learned something in the program, that they wouldn't have learned before, because they can do such a variety of things. And I feel as though I've put so much more into my education now. Like I've put so much enthusiasm into this.

R: You control it all?

C: Yeh, you can make or make break yourself in this situation, whereas in college it's kind of you can sit back and let other people do the work for you. When I go back to college, I'm not going to do that--like that's one big thing about college. I let other people take the initiative you know and not try to work things out for me and most of the time, well not always, but most of the time it turned out that I got shorted or it didn't come out the way I wanted it whereas if I had done it myself. And it was just really the question of not knowing you know and putting my feelings and putting you know my independence on them.

L: Can I just say something?

SURE.

L: Chris, I'm really confused about what you're saying and I guess that when you first said it, I really sort of disagreed with what you said or something. Well, I guess I feel about Dynamy it's the same thing as in college or anything, you know, it is what you make of it.

C: Yeh.

L: And like in college you can get away or school or something with doing, doing nothing and getting nothing out of it and the same with Dynamy and I feel that you take the responsibility on yourself for both, in both situations.

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C: If you go to your internship every day, there's no way you can't learn something--but if you don't go, to like if you go to class every day, there is, there is a possibility that I'm not going to learn anything. Like you can go to class and just sit there for 2-1/2 hours and not get anything out of it and...

L: You mean because the professor is bad?

C: Because you're not listening. But when you're at an internship, there's virtually no way you can.

L: OK, I sort of see what you're saying. I could get really picky and I think I still basically disagree with what you're saying, but OK.

C: I think it shows a lot of independence--just coming here you know--just taking an outside interest and seeing something else instead of just a traditional classroom. That takes a lot of thought and a lot of initiative...

L: Yeh I agree with that. I think we're all thoughful and independent.

(all laugh)

S: I feel independent as far as my education goes and I feel independent within myself even though my parents won't let me feel independent--and that's kind of hard. That's all I can say.

THE LAST GOAL READS "TO DEVELOP INCREASED EFFECTIVENESS IN DECISION MAKING?"

L: I hate the sound of that goal because it sounds like we're all a bunch of washouts who can't you know make a decision or anything like that.

R: I think I answered that at another time yeh.

(mumblings, all seem to agree--YEH)

I'M INTERESTED IN RELATIONSHIPS YOU'VE HAD WITH DIFFERENT PEOPLE AND WHO YOU TURN TO AND WHAT YOU'VE GOTTEN FROM OTHER PEOPLE. THE FIRST QUESTION IS ABOUT THE ADVISORS? HAVE YOU GOTTEN ALONG WITH THEM, ARE THEY HELPFUL? WHAT KINDS OF THINGS CAN YOU TALK TO THEM ABOUT?

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L: Well for me it's been unbelievable, because I've really been able to relate to the staff here and my advisors as friends. They're not advisors--I go to them and talk to them about anything like I would to a friend and you know they have more experience and well, they just know how to deal with a group of kids I guess. And it's really been really good for me.

LIKE WHAT KINDS OF THINGS WOULD YOU COME TO THEM WITH?

L: Personal problems. Basically that gets down to feelings I've had about this year, feelings I've had about myself, other people. I can really talk to them about myself which I've never been able to do with any advisor or a teacher or anyone like that---I've always had to deal with them at only the professional level.

C: With my advisor, we had a really good working relationship in that my internships have worked out real well. I don't know, she's had a hand in every one of them. But I don't think I go to her as much with personal problems at all. I think, I don't know I'm really inclined to stay on my own and not really want to relate them so much--sometimes I do, sometimes I don't--it depends if I'm in the mood--but I think of her more as a friend for sure.

L: Yeh, I agree a 100% with _____. I only met one staff member just really briefly before coming here and it's been like a really neat surprise for me. And I feel the same way that I can go to her with any, I've never been in the situation where I've had an advisor, any sort of authority figure that I would think of whose not an authority at all, but a friend as well as somebody who will challenge me on what I have to say and what my feelings are and stuff like that and as well somebody I can go to outside of the residents on Queen Street. You know I really need an outlet and she's there and she's just willing to sit down and listen any time.

YOU'RE SHAKING YOUR HEAD--DOES THAT JUST MEAN YOU AGREE?

R: Yeh, basically. They're an amazing bunch of people. They're just really willing to give their time.

ARE THE SPONSORS GOOD TOO? WHAT KINDS OF RELATIONSHIPS HAVE YOU HAD WITH THEM?

R: They haven't been in any way a major part of my internships. You know they've been kind of mechanical. You know I've never really made good friends with them, I suppose. My sponsor now I'm much closer to than any of the other ones. But I think they're a lot of good ones. I didn't depend on them a lot.

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L: I was just thinking that two out of my five internships so far, the sponsors have been major parts of the internship, like really inspiring, neat people. Yet the other three have just been sort of, good people, but you know you can take em or leav em.

C: Mine have been excellent. I've had a good personal, working relationship with all my sponsors. One of them I met before, that helped a lot, so then it grew because there were other people there that I got to know really well. I don't know, they've just been really, real helpful and I've been able to talk to them about anything from personal problems to Dynamy problems,to problems in the job or whatever. And they've just been fantastic.

S: Mine have been nothing special at all. You know I recognize them as really good people, but they've never been a part of my life at all

C: I think I've been working like one on one so I've gotten to know my sponsors real well and they've been real good to me and I've been real good to them. And I don't know, it's just amazing. I was amazed.

R: One thing more about the admvisors in Dynamy--I think that they really serve the necessary part--you know seeing you through the internship. At least for me they've been, my advisor has been really helpful within the problems of my internship with I think in many ways she's taken the place of my sponsor. I think they just kind of consider that part of their job and they're just very aware of...

WHAT ABOUT THE OTHER DYNAMY INTERNS? GOOD RELATIONSHIPS? WHAT KINDS OF FEELINGS DO YOU HAVE?

S: Well, our high school interns aren't that big a part of life. There are a few who I could, well, could consider my really close friends and they're as close as some of my residential friends here. But basically the residential people are a big part of my life. And in the beginning, well, just about until about a month ago, I was really very mixed up about my feelings toward the people here. And I couldn't really feel fulfilled by our friendships and that was something within me and something in the people. You know I think a lot of us went through that--

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that's just kind of a growing process. And now I can really feel the value of my friends and they're so very, very, very, very important to me. I can say they're the beggest part of my year here. They have helped me frow the most next to my advisor. And that will be the thing I'll probably remember about Dynamy. My internships have been important but not they haven't helped me grow nearly as much as just my experience with the people here.

C: I agree with _____for the most part in that I've come really close to all of the people here and there are a few I'll never forget and probably you know come in contact with a lot in the future and that's one of the most important things in my life. I don't really feel close to any of the high school kids. I do in that, I know, I'm going to pursue the friendships that I have with them, but I don't think I'm on the same level. And I think I've noticed this a lot just recently, that they're very much interested in a whole different lot of things than I am. I don't know if it's a question of age or maturity or anything, but I know that, well some day I feel probably closer to them-- in that you know I live here and they live here too. And I know I'll see them a lot of times.

L: I don't know I came here wondering what it was going to be like and stuff and I came up here with lots of ties in _____and where I went to college and stuff and I feel still that that's where my good friends are. And I'm not going to leave this year at Dynamy feeling that the people here were a major part of the program. I mean they were a big part for me, but my main friends are really my roommates and when I think of Dynamy I think mainly of the experiences and exposure and the internship and like that, rather than people here. And I think that's just partly due to the situation I'm coming from. You know I feel right now as I'm not going to keep up with any of the people here, except perhaps my roommates. But I really like the people here--you know it's nothing against them at all.

R: Well, I really like all the people and it wasn't until, I don't know--when I came here I was very wary of being involved with the people here just because of past experiences and I just felt pretty isolated kind of. And people here I think helped bring me out with getting closer to people and not being afraid of being close to people. Just the friendships are so incredibly supportive. I don't feel any really heavy, or intense involvement with anybody here,

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but I feel the support all the time. I mean and the encouragement is really good for me. I think people are pretty involved in themselves and what they're doing. I'm especially critical of the people here because I expect a lot of them and I don't think that people give enough time to each other. And that's something that I've become aware of in myself. Over the year I really have learned a little better how to sit down and listen to somebody and really help somebody. That's all.

WHAT ABOUT THE REST OF THE DYNAMY STAFF? HAVE YOU HAD CONTACT WITH OTHER PEOPLE? THE STAFF, OUTSIDE OF ADVISORS AND SPONSORS, HAVE THEY BEEN HELPFUL?

ALL: Oh, yeh.

HAVE THEY BEEN....

E: Basically, I think we've already asnwered that before.

L: Yeh, they're all just really good people.

R: And good resources. They all have different places and you decide well, you go to them for different things, on that kind, a little more formal level. I mean they can be really helpful. I just have recently gotten to know two other staff members at Dynamy a little better. And I'm kind of breaking out of here and becoming friends with other staff. It's really incredible. I wish that I--there are some people on the staff that I don't really know exactly what they do and I wish I knew them a little better.

DO YOU FEEL YOU LEARN A LOT MORE BEING HERE ON QUEEN STREET RATHER THAN JUST THE HIGH SCHOOL PROGRAM? DO YOU GET A LOT MORE OUT OF THE PROGRAM?

S: Yeh.

L: Well I think that's a major part of Dynamy and I really, I almost have pity on the people that are in high school.

S: Yeh, I don't think the program as, well, as far as I see Dynamy, for the high school interns, it's sort of a 9 to 5 thing with them. They go to their jobs and then they go home and maybe they benefit a lot from the advising they get but that's still a 9 to 5 thing. But for us, it's a year.

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C: My relationship with the high school kids hasn't grown too much because I don't come in contact. They don't live with each other. And I think the resident--I think there's two different programs. Like the high school kids get as much out of it in a lot of respects, but not in a lot of others. Like they don't know each other as well as we know each other you know.

L: Also just talking to other people and finding out what other people are doing for internships or just going home to your roommates and going "Oh wow, today was a really shitty day!" and just going on and instead of just coming home to your parents and saying "Yes mother, I went to work today" and that sort of thing, yeh.

R: Yeh, it kind of depends on the relationship with your parents, though.

L: Yeh, that's a big generalization, bu. I think it's true. It's just a different level, I guess is what I'm saying.

WHAT"S BEEN MOST SATISFYING ABOUT DYNAMY? CAN YOU PINPOINT ONE OR TWO THINGS?

L: For me it's just been kind of making the break and feeling good about having done it and feeling that it was a just that it was a good thing that I did and that I really got a lot out of it and that I really enjoyed it. And I'm ready to go back now. That's really general and really vague I know, but that's the main thing. And kind of making it against a lot of toher peole and their opinion and it's sort of like "Ha, ha, fake out, I was right." What an obnoxious kid, but that's it.

C: What's been most satisfying? Well, having been plumb lazy for a couple of years, I think taking initiative and starting to do things for myself. Taking a real interest in myself for a change and what I was doing rather than just doing things because I have to do it--having the feeling of being --SELF SATISFACTION I think could sum it up.

S: For me, it's, having a better understanding about myself and how I feel; being more in touch with myfeelings about things.

R: I don't like to do this because I think everything else, everything is good in the program.

ALL: Yeh, that's really, yeh.

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R: But I think if I have to say something I would say some very important kinds of relationships with my advisor and with my internships, have been really, really.

OK, WHAT ABOUT THE BIGGEST PROBLEMS IN DYNAMY? HAVE YOU HAD PROBLEMS?

R: Well just like things as you go onto other things become less of a problem in that sense of gaining more confidence in what you're doing-- and that's how this thing through this year has gotten. A little easier as it's gone on..

IN WHAT WAY?

R: In relationships, my relationships, just being able to handle things much better and relationships have were at first really really difficult. But really luckily, really incredibly I just don't feel overburdened anymore. But I still don't feel like, I don't feel guilty that I don't have any problems because like I'm doing something.

L: I guess from me it's just been again just the other residences here. And the smallness in the numbers and stuff and wondering how much I'm losing contact with people back home.

C: I think what _____brought up before about, losing yourself kind of, like that natural growing process where you start to question what you're doing and don't really know what's going on for a certain period. I think that was it, a common identity thing--what am I doing and why am I doing it, you know and what's the significance of this? REally testing out a lot and asking myself all the questions.

S: Yeh, mine is I guess I could say and I've said it before, having thought I knew myself when I came here and knowing my capabilities and then finding when I got here that I was really unhappy and I didn't think I would be. And I refused to accept that I was unhappy and through that I learned to trust my feelings of being unhappy and try to figure out why I was. And I grew through that and it gave me a lot of confidence and I used to think that everything that went wrong, say in my internship or here on Queen Street was my fault, was, and I'd always persevere and try to stick with it even though I was unhappy. And now I know when I am unhappy there really is a reason for it. And you know it could be myself, but you know there are other factors too that are contributing to it. I just feel a lot more sure, a lot more happy, a lot more content.

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I WAS WONDERING, IF YOU WERE GOING TO CHANGE THE PROGRAM, WHAT WOULD YOU CHANGE? CAN YOU THINK OF SPECIFIC ASPECTS?

R; That's kind of hard at this point because when you're still as involved in something, so involved. I really can't say. I don't, this program is one I really believe in. I think that there are a lot of specific small things that could be changed just to make it run more smoothly, just the sense of the way problems, and getting oriented in the city and coming up.

L: For me it's just back to the people--having more people. I'd like to see like about 40 residential interns at least. There are now 27. I'd like to see like between 40 and 50, fewer preppies--you know, wider variety of people and of a better ratio of guys to girls.

R: That's allright I've enjoyed this.

C: I think the ratio is 2:1.

L: I guess my ratio last year was just the opposite--it was like four guys to one girl and so it's been weird for me coming into this siutation. Again I think it's just my own tast. So that's it.

WHAT WOULD YOU CHANGE,_____?

C: This may sound really trivial but I wouldn't really change anything. I'd just try to make things better like the support groups, well maybe it's just my support group again, but they could do a lot, but I don't feel as though they're really satisfying as it could it--or I'm not getting that much out of it as I could. And it might be my fault, it might be the support group. I don't know. I think the biggest problem and my pet peeve problem would be the housing thing. In that we had a really rotten landlord. I think a working relationship, a good working relationship, and a good **personal** relationship is necessary because we found out that working with a distant landlord is really hard. It's tough. And you really get a feel for slum housing this year. And I feel it would be much better if Dynamy bought their own houses or rented from the same landlord who they know real well and know that they care for the houses, I think that would solve a lot of problems and bad feelings on the part of the residents and the landlord.

S: Well, I'd just like to see as _____said, a much more diverse group of people, on Queen Street because you know even though we have a diverse group with the high school kids included, we don't get to see enough and I think it's really, **really** important that we have more different kinds of people. Like you know we're all from prep schools basically and

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from middle to upper class families and you know I've found that we're all really different, but still like you know I think there's a need for it. And also I think that there's a need within myself, for a group of people to get together and discuss things that they've been feeling really deeply. This goes on on Queen Street like on a one to one level or sometimes or sometimes groups of people get together and do this and you know, that's fine, but I think there should be a time set up for that four to six people can get together and with an advisor really get into their feelings about things and just you know find out how other people are feeling too. And that really doesn't go on here. That's basically what the support groups, what I want the support groups to be--so we've had a problem with that. And I think that that will be starting next year or even maybe this year because of a few. These are a few people who want to--that doesn't mean for everybody. But for me, I know I need that.

L: _____, that's a really good ideal. I've never heard it. Can I be in it? Right no sign me up.

WHEN YOU GET OUT OF HERE, WHAT DO YOU THINK PEOPLE LOOKING AT YOU FROM THE OUTSIDE ARE GOING TO THINK YOU'RE CAPABLE OF DOING?

R: Like I've just gotten into college and I didn't get into college last year. I guess they think that with a year of, I think this is true I don't take all the credit for getting into somewhere I really wanted to go to, you know, Colorado--that's why like I think Dynamy has been a real factor. I think that this, that's not very, that's not going very far, but that's going into four years you know and they really affect, they think it's been a really valid experience--from what I've told them--that I've really specifically told them about the program and about myself. Frankly, I don't really care and I'm glad that was a good help, but I feel enough self-respect to believe in what I've been doing to make anybody believe me. That sounds pretty glib, but

DO YOU THINK PEOPLE WILL HAVE DIFFERENT EXPECTATIONS _____?

L: I don't know about that really. The only thing that would relate to that at all is my trying to get a job this summer with a legal aid firm in _____. And the guy who I talked with will I said,"Well, I've been a freshman" and

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blah blah blah blah. And I said "Oh I'm doing Dynamy this year and I've worked for a lawyer." And he'd never heard of this Dynamy. Well, anyway, he immediately changed, he'd been right in the middle of this boring talk about law or something and all of a sudden he changed and he started, and we talked for an hour about Dynamy and stuff and he was really fascinated with it. And he wants to send his daughter there and stuff. He got all this information on it. And I think he was really impressed, but that's the only thing.

DID YOU GET THE JOB?

L: Yeh, as a matter of fact, that was really really neat. But I think he was impressed with the whole idea and that's the only contact I'd really had.

R: I remember being impressed with the program before I knew about it really.

WHAT KINDS OF THINGS, CAN YOU PROJECT WHAT OTHER PEOLE MIGHT THINK YOU'LL BE CAPABLE OF?

S: I've already seen it happen. Like when I go home and see my friends or people that I've met who are say older than me or just couldn't relate to me, now I find that I think they're much more impressed with me. And you know see that I've grown up a lot more. And I think that will be something that people will see in me.

C: I don't know about other people, I think it's more myself than other people.

L: I don't think other people understand the program well enough to expect anything from me.

C: Yeh, my parents are, I think would be the only evidence. They expect more maybe.

WHENEVER IT IS THAT YOU'RE LOOKING FOR JOBS, WHAT KINDS OF NEEDS AND WHAT KINDS OF THINGS WILL THE JOB HAVE TO BE --THINGS YOU'LL LOOK FOR HAVING GONE THROUGH DYNAMY THIS YEAR?

R: You mean in the sense that we'd be more demanding? I haven't really thought especially about putting myself into a position of getting a job. All I know is that now when I was looking for a summer job, I am being more demanding I don't

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want a shit job in a factory, you know which I don't--which I could make some money on--but I feel as though, I feel like "Listen, I have had some experience and notice that and hire me." And it's the sense, I want to be effective you know. So I can just think of it in those terms, I can't think of it as a marginal job or anything like this. Just really specifically and closer to me, I think I am more demanding. I know what I want and what I can offer. Out of job, I want to get out...it's money, but much more importantly, it's a challenge and knowing that I want to work with people, to be a resource for people. There are a lot of things that I could do, not that I have to do, but I could do and be happy doing.

S: Yeh, I feel as though I have more needs in a job, but I'm not sure I have the outlets for them--but like what I'm demanding here at Dynamy, I'm not sure that I'm going to do that when it comes to being paid for it--because it's pretty hard to find those kind of positions. You know if you really want a demanding and you want a challenging job, and something that you're really interested in, chances are I think for myself--it's pretty hard finding a job to do what I want to do that would also not...

R: Maybe I just say that with more confidence because I feel like in Worcester I have some base work from in the sense that I really believe that if I went back to one of my sponsors, and from what I've done, like with one of them I've really discussed it, that I could get a job and I could get a good job. So maybe that's being optimistic, and maybe I wouldn't have as many chances in another city where I didn't have friends--but I'm not the worst off.

L: Well, I just feel the opposite. I feel as though as I'm not demanding at all. Before coming here, I felt an incredible burden that my summers I had to figure out what I was doing and where I was going. But now this whole year has taken that away. So I'll do a shit job in a factory and make money, this summer. I couldn't care less, I feel as though I know what I want to do, and I don't need to spend my summers doing that now. It's really neat. I feel that my summers are free. It's really good.

R: I think they'd belong more to me if I wasn't going to school--you know in the sense of doing something--I want it to be in the summer, could carry into the fall.

C: I've put some really high goal for myself professionally, so I don't feel as though I could, I'm not prepared, I'm not educated to do that. I feel as though my ideas and my

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goals have changed, but I'm really setting some real high goals for myself and I can't fulfill them in a summer job, no way. And I realize that now. So I don't care what I'm doing over the summer. But as a career, then yes I do, I am much more careful in the choice of careers. I know that I'm going to want to get the most out of it and and put the most into it. So if I put the most into it and I don't get the most out of it, then I'm going to start asking a lot of questions.

HERE'S ANOTHER LOOKING INTO THE FUTURE QUESTION. SAY YOU'RE OLDER LOOKING BACK, WHAT KINDS OF THINGS DO YOU THINK YOU'RE GOING TO FIND IN YOUR LIFE WERE MOST SATISFYING?

R: I don't understand the question.

OK, SAY YOU'RE THIRTY OR SO OR WHATEVER AND YOU'RE SAYING,"YOU KNOW I'M REALLY GLAD I DID," OR "I REALLY FEEL GOOD ABOUT..." OR WHAT KINDS OF THINGS DO YOU THINK YOU'LL SAY? CAN YOU PUT YOURSELF IN THAT SITUATION?

L: Yeh, well just when you said that I though of immediately of the way I was feelings last year and feeling, "gosh, I've really done nothing all my life" and I thought of myself at 25 actually instead of 30 and being able to look back on my life and be able to say "Wow, I've done a lot of neat things--a lot of things that people have never done. That I'll never get a chance to do again."

LIKE WHAT KINDS OF THINGS?

L: Well stuff like working for a carpenter that I'll never get a chance to do again that I'm doing right now. And just things like Dynamy North Country--you know rock climbing and stuff like that. And well, tomorrow I'm leaving for a ranch in Texas that I'll be living on for a week and just things like that that I'll never be able to do again, or I just get the feeling that I'll be 25 and look back on these things and think "Wow, what a full life I've led."

UMM, SO A LOT OF THEM ARE EVEN DYNAMY THINGS?

L: Yeh, yeh like that was another main reason for my coming here--just get more experiences and more, do more stuff.

S: I think I'd look back on one experience I've had and that was working with my sister in Dorchester, Massachusetts.

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She taught at a grammar school and I went over with her in the summer and we did, oh, basically tutoring and we came in the morning and we just sort of lived out there the whole summer. And it was a completely different environment. And I just grew up so much better understanding of another economic class.

WHAT ARE YOU GOING TO LOOK BACK ON _____?

C: I don't know, learning how to drive a standard car and God, everything. I don't think there's anything that I've learned in all this time. Like I don't know I feel as though there are so many memories that I'll just cherish forever. I mean that really. Like the outdoors. I've never gone away and...that was such a different and unique experience. And I feel good enough about it that I think I'll pursue it--like I know I will this summer like with Outward Bound but I know I'm going to do it--hopefully maybe one day I might even be an instructor, or something like that. And I feel as though, I don't know--there's really nothing that I'd look back on the not feel good about.

HOW DO YOU FEEL YOU'RE DIFFERENT FROM THE TYPICAL DYNAMY STUDENT?

L: Ooh, I think that's a really gross question. I think it's really awful. I don't know why I have such an awful reaction to that question--whether it scares me or something of thinking what is the Dynamy stereotype or something.

S: That's the answer to the question because there is no typical Dynamy student. I don't see any typical Dynamy student, maybe other people see us that way, but I'm living it and I don't see it at all, so I can't answer that.

L: And it is true that supposedly the program, the residential program each year has had a different reputation or something like that. But I don't even like to think about that. Maybe it could just be that I want to block it out of my mind or something.., but it's...

WELL (IN FACE OF OPPOSITION TO THE QUESTION), LIKE SOME OF THE HIGH SCHOOL STUDENTS TALKED ABOUT LIKE IN WHAT THEY WERE UNIQUE, WHAT THEY CONTRIBUTED AS AN INDIVIDUAL?

L: Yeh, I could talk about that. I feel maybe it's good to answer the question about positive things. And somebody mentioned this to me the first month here. And I never thought about it. But I guess I thought of Dynamy kids as being kids with a different outlook and that the motivation, the initiative to carry is out. Our just maybe with a different attitude, or, you know, yeh, that's it.

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C: OK, maybe say the difference between myself and the typical college sophomore.

OK, WHAT'S THE DIFFERENCE?

L: (kidding) I love myself, I'm great!

C: I don't know I feel as though I've done so much more, so much richer in that I've seen so many more things. Like they're going into their different fields in college, they're going to come out as like workers you know and learn then all the things that I've already learned---which is a big advantage for Dynamy. You get it first hand, you don't have to go to college for four years to be able to be a social worker--you know you can just go right in there and do it and see all the practical aspects of it rather than the book knowledge. And I feel very prepared for all that book knowledge now, knowing what I'm getting into. You know some kids go to college for four years and don't know what they're going to do. I feel as though I know what I'm heading for now.

L: And I have, I feel really superior, or it's a really big ego boost for me to go back to college for a weekend or something and have people come up to me and say "_____ I heard you taught. What was it like? Did you...or What was it like working for a lawyer and stuff?" And I feel as though well, I've experienced it, let me tell you all about it. It's really neat.

DO YOU FEEL THAT YOU'VE EITHER BEEN DICRIMINATED AGAINST OR GOTTEN PREFERENTIAL TREATMENT FROM DYNAMY STAFF? DO YOU FEEL BIASES WORKING AGAINST OR FOR YOU?

R: Well, I've had some resentment expressed to me. Another intern--for the time I spent with this or that. I've become closer to some of the staff, some other people. But I don't personally believe that's true. That's just one thing.

C: No, some of the people some of the time. But, there's reasons for it and it is easy to find out their reasons. But sometimes they'll be more concerned with someone else, simply because that person has a lot of problems. But the other person, people really realize that. It's a real trivial--really out of the way example.

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R: I think the reason that you don't find that as much here, you're dealing with a group of people, you're not dealing with a system. You can get through and express what you, like if you feel you're being put down or any kind of thing like this, I think people respect you, you know.

L: You know that happened to me once and it worked itself out, just like that.

S: I think that I've been lucky in the sense of one staff member. Am I supposed to say who it is? _____. I think that if anything he's working for me. Right now, not more than say some specific interns, but maybe more than all of them, because just that I've confronted him and he's the kind of person that wants people to confront him. He confronts people and he wants it back. And I've been honest enough with him and really made an effort to go to him and make a point of talking to him about things that are important to me which are also really important to him--that people haven't given him feedback on. And just lately I've really thought that you know he feels something special towards me.

ALL RIGHT, YOU HAVE TO THINK IN A SLIGHTLY DIFFERENT WAY FOR THIS QUESTION. OK, THE OBJECT OF THIS IS TO DEVISE A GAS RATIONING PLAN FOR THE PEOPLE AT DYNAMY. WHAT KINDS OF FACTORS WOULD YOU TAKE INTO CONSIDERATION?

pause

OK, PRETEND YOU HAVE A SHEET OF PAPER AND YOU'RE GOING TO LIST ALL THE THINGS YOU'D CONSIDER IN MAKING UP A GAS RATIONING SYSTEM, WHAT WOULD YOU CONSIDER?

C: Engine size and all.

L: Wait a minute, I'm really out of this. I don't understand it at all.

OK, PRETEND THAT YOU WERE TO DEVISE A GAS RATIONING SYSTEM FOR ALL THE PEOPLE ASSOCIATED WITH DYNAMY. WHAT KINDS OF FACTORS, WHAT ARE THE ISSUES, THE VARIABLES YOU'D BE CONSIDERING WHEN YOU'RE FIGURING OUT A SYSTEM? DON'T WORRY ABOUT FIGURING OUT THE EXACT SYSTEM, JUST WHAT KINDS OF THINGS WOULD ENTER INTO YOUR THOUGHTS...

R: This is with cars?

R: Does it have to be gas rationing? Could it just be conserving of gas in the sense of doing car pools? Ok.

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S: First of all you'd have to figure out the specific amount of gasoline you could get, for the staff to get to the office and home again. And for the interns, how, the amount of gas it would be really necessary for them to get to an internship by car if it wasn't possible for them to take a bus or something like that. After that I think for pleasure and things like that. You could certainly allot each person--with a car--considering how far away they live, and just a certain amount each way. It maybe a little more for somebody who say lives in Pennsylvania.

C: I would put up a list of priorities, like a person that has an internship far away would get the most gas and then, let's see the internships would come first, and then like all kinds of considerations would come into that like engine size, make of car, things like that, how much gas they need. Like then it would be pleasure--like first necessity then pleasure--like how much gas you really need-- like you can get downtown--you could probably walk or bus or something like that. And I guess it would be the people farthest away. It would have to be. I'm, ah, I'm assuming that this is just interns. For emergency, I would have like a certain amount set aside for like say someone got sick or something and you'd used up all your gas, and you'd have that.

R: I'd just say something like car pooling and figuring out where people work and coordinate internships. And use as much public transportation as possible.

C: Try to get some concerned people, other people that are concerned--people other than Dynamy. Say somebody lives in this area and works near and...that would bring you more in contact with the neighbors.

DO MOST OF YOU HAVE CARS?

ALL: Two.

ARE YOU DOING ANY ACTIVITIES OUTSIDE OF DYNAMY? ANYTHING ELSE YOU'RE PARTICIPATING IN?

S: Yes, I belong to an organization which raises money for the Mass. General Hospital. And since I've been out here I haven't been able to work, do all that much work on it. Tomorrow I'm going in to work. They put on a show every year and I'm going in to help with that show. I've done, I've sold ads.

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C: Sports, like squash when I find the time. I go to church and try to participate in the youth group. I used to work in the catechism, like Sunday School. In my high school. I've done as much as I could for them.

L: Here in Worcester, I'm in the Crisis Center. I do volunteer work and stuff and I took a training program at night to do that. And I have interests in sports but I haven't followed up. I'm teaching myself to play the recorder but I'm only on lesson six after six months, so that's really bad. Other than that, well at school I'm a member of, it's just a thing called the Triangle Club, and it's a show that gets put on every spring and then goes on tour all over Christmas vacation. And I went in to see them. I was a part of the show last year and I just went in to see, I've seen them perform and stuff. And I get little newsy stuff from the, but other than that nothing.

R: I've participated with, in a couple of workshops.

WITH WHOM?

R: Well, counseling, I've done a workshop in Amherst and I've tried to pursue some, well just friends outside of Dynamy. I've tried to keep up with that, but I got very involved right here. Just things like working in the cooperative. I feel like Dynamy is a major part of my life, but I don't feel completely like that's it.

OK, HOW DO YOUR PARENTS FEEL ABOUT DYNAMY?

R: My parents approve 100%. It's nice, they've been very supportive and been very interested. That's about it. I've found that I just realized recently that a lot of parents don't feel that way. I'm lucky that way. Maybe if they could be made more aware of exactly what the program is doing.

L: My parents aren't supportive and they never were and I feel as though I've made an effort to tell them about it and they're, they're OK interested, but you know, whenever I go home, it's "Oh ____, you are going back to college next year." I think they're afraid that I won't go back and/or afraid that I'll be in Boston and turn into a hippie or something. They have, they have this incredible image of that's what things are like up here.

C: I don't think my parents fully understand what's going on here. Well, there was one point where they weren't too

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happy--the DNC part. They saw that program and they just gave me dirty looks and said, "You did that"--all all those crazy things, risking your life. And it's not really what they show on television. But outside of that they've been really helpful. But outside of that...

HAVE YOUR PARENTS BEEN HAPPY WITH THE PROGRAM,_____?

S: Yeh, but I don't think they know anything. They don't ask me any questions about it except for internships. That's what they see the program as being. And I've found it very hard just because the situation in my house to just sit down and explain to my parents how much I've personally gotten of the program. I think that my mother senses it, but I've never said anything. I don't know, they're supportive but...

WHAT ARE YOUR PLANS FOR NEXT YEAR? DO YOU HAVE PLANS FOR NEXT YEAR?

S: I would like to go to the University of Pennsylvania. But I will probably either go to Tufts or...I'll be in school.

C: When I get out of Dynamy, I'm hoping to go spend the rest of the summer down at the Cape, and then go back to Amherst in September--major in science, play rugby and lots of squash. Oh yeh, there's one other thing, I'm going to try and work on this housing thing--it's been a thing with me, I'm going to try and do a big study on the housing situation in Worcester and Boston--like a lot of the houses are really old in Worcester and they're really crappy. And there's a big crowding for housing--what they're going to do to replace it and make the housing better right here is in the planning stage right now.

L: I'll be a sophomore at Princeton next year. And I have thousands of different little goals, but that's just basically what I'll be doing.

R: I think I'mm going to be starting Colorado College June 16th. Yeh, I got admitted for the summer and I get all next Fall off--so that's going to be an interesting prospect--but it's weird to think of going to college.

OK, THANK YOU, YOU'VE BEEN WONDERFUL.

EVALUATION FINDINGS

THE WORCESTER-DYNAMY RESIDENTIAL PROGRAM

THE WORCESTER-DYNAMY HIGH SCHOOL PROGRAM

APPENDIX D

NAIS QUESTIONNAIRE

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NAIS QUESTIONNAIRE

The following are the results of the NAIS questionnaire. Answers are for selected questions...obvious historical data is not included.

Question	Total	Residential	H.S.
How do you think your own academic ability compares with that of the average student in your same grade?			
Above average	54.5%	51.9%	57.1%
Average	38.2	33.3	42.9
Below average	5.5	11.1	
How far did your father go in school?			
9th-11th grade	3.6		7.1
H.S. Grad	16.4	11.1	21.4
Training beyond H.S.	20.0	14.8	25.0
4 yr. college grad	21.8	29.6	14.3
Grad School	36.4	44.4	28.6
Don't know	1.8		3.6
How far did your mother go in school?			
9th-11th grade	5.5		10.7
H.S. Grad	27.3	29.6	25.0
Training beyond H.S.	34.5	37.0	32.1
4 yr. college grad	20.0	22.2	17.9
Grad School	10.9	11.1	10.7
Don't know	1.8		3.6
How far do you expect to go in school?			
H.S. Grad	1.8		3.6
Training beyond H.S.	5.5	3.7	7.1
College grad (4 yr.)	43.6	37.0	50.0
Grad School	27.3	33.0	21.4
Don't know	21.8	25.9	17.9
If college, what major or direction leaning toward?			
Don't know	30.9	33.3	28.6
Math, Physics, Chem, Natural Sc.	12.7	14.8	10.7
Soc. Studies	29.1	25.9	32.1
Humanities	7.3	14.8	
Music, Drama	9.1	3.7	14.3

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Question	Total	Residential	H.S.
In the long run, what occupation do you feel you will prefer?			
Teacher, Ed. Admin. Research	25.5		
Business	3.6		
Community service/govt. service	0.1		
Trained technician or craftsman	3.6		
Sales	0.0		
Farm management	1.8		
Professional life	21.8		
Arts	7.3		
Home and Family	16.4		
Educational goals...how do you feel about each goal? How important is it...to develop the skills necessary to earn a good living?			
1. Not very important	10.9	11.1	10.7
2. Important	49.1	59.3	39.3
3. Very important	40.0	29.6	50.0
...to learn how to make friends and get along with people?			
	1.8		3.6
	9.1	7.4	10.5
	87.3	88.9	85.7
...to learn to think clearly and independently?	0.0	0.0	0.0
	10.9	11.1	10.7
	87.3	85.2	89.3
...to gain an understanding of the main areas of knowledge?	7.3	7.4	7.1
	45.5	44.4	46.4
	47.3	48.1	46.4
...to develop strengths of character and personality?	0.0	0.0	0.0
	18.2	18.5	17.9
	81.8	81.5	82.1
...to develop physical and emotional well-being?	5.5	3.7	7.1
	21.8	14.8	28.6
	72.7	81.5	64.3
...to develop the desire and capacity for lifelong learning?	1.8		3.6
	36.4	25.9	46.4
	61.8	74.1	50.0
...to become an interesting individual person to yourself and others?	1.8		3.6
	27.3	18.5	35.7
	70.9	81.5	60.7
Have you had work experience in the past two years (circle as many as apply)			
None	3.6	3.7	3.6
Occasional vol work in comm.	12.7	18.5	7.1

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Question	Total	Residential	H.S.
Occasional paid work around house	3.6	3.7	3.6
Regular part time job for 6 mos.	16.4	3.7	28.6
Full time summer job	63.6	70.4	57.1
Which of the following best describes your parent's feelings about your undertaking off campus project?			
Reluctant	1.8	0.0	3.6
Skeptical of value	7.8	11.1	3.6
Fearful it might injure chances for college of my choice.	1.8	0.0	3.6
Willing to try, but not enthusiastic	14.5	7.4	21.4
Eager for me to try, hopeful and optimistic about interest and value	70.9	77.8	64.3
How important is it to you to do the following things in your life?			
...to be a financial success and earn a good living?			
1. Not very important	29.1	29.6	28.6
2. Important	54.5	51.9	57.1
3. Very important	12.7	14.8	10.7
...to have a happily family life?			
	3.6	3.7	3.6
	25.5	22.2	28.6
	70.9	74.1	57.1
...to be of service to others?			
	1.8	3.7	
	34.5	25.9	42.9
	63.6	70.4	57.1
...to develop my own interest and personality to the fullest, live in my own way			
	1.8		3.6
	23.6	25.9	21.4
	74.5	74.1	75.0
...to create or perform works of art?			
	43.6	40.7	46.4
	27.3	25.9	28.6
	29.1	33.3	25.0
...to become competent and respected in my work or profession and in my community?			
	3.6	7.4	
	34.5	29.6	39.3
	56.4	59.3	53.6
...to change the world around me for the better.	10.9	7.4	14.3
	54.5	55.6	53.5
	32.7	33.3	32.1

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Question How important are these reasons for undertaking an off campus project to you?	Total	Residential	H.S.
...to learn about career possibilities			
	5.5	7.4	3.6
	45.5	29.6	60.7
	45.5	59.3	32.1
...to prepare me to cope with the adult world of work.			
	16.4	14.8	17.9
	47.3	48.1	46.4
	34.5	37.0	32.1
...to get a break from the restrictions of school rules and life.			
	38.2	22.2	53.6
	36.4	48.1	25.0
	25.5	29.6	21.4
...to be of service to others			
	18.2	18.5	17.9
	58.2	63.0	53.6
	23.6	18.5	28.6
...to get a break from the classroom and academic requirements			
	29.1	11.1	46.4
	38.2	48.1	28.6
	27.3	37.0	17.9
...to do what my friends do			
1. not very important	92.7	92.6	92.9
2. important	1.8	3.7	0.0
3. very important	0.0	0.0	0.0
...to develop personal qualities such as increased confidence, self-reliance, and maturity.			
	0.0	0.0	0.0
	16.4	18.5	14.3
	80.0	77.8	82.1
...to be free, live in a new way, do my own thing.			
	20.0	18.5	21.4
	50.9	48.1	53.6
	25.5	33.3	17.9
...to learn more about other different social groups and environments than my own.			
	1.8		3.6
	36.4	25.9	46.4
	61.8	74.1	50.0
...to gain practical knowledge of a subject or field studies in school.			
	16.4	18.5	14.3
	52.7	59.3	46.4
	29.1	22.2	35.7

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Question	Total	Residential	H.S.
...to have time for my creative work in the arts.			
	43.6	29.6	57.1
	34.5	48.1	21.4
	21.8	22.2	21.4
Do you think that any of the following will be problems for you on an off campus work job or project?			
...My ability to master the various facets of the job, to the satisfaction of my employer.			
1. no, probably not a problem for me	81.8	77.8	85.7
2. yes, somewhat of a problem for me	16.4	18.5	14.3
3. yes, probably quite a problem for me	1.8	3.7	
...My ability to get along with my supervisor.	89.1	85.2	92.9
	10.9	14.8	7.1
	0.0	00.0	0.0
...My ability to get along with my fellow workers.			
	89.1	85.2	92.9
	10.9	14.8	7.1
	0.0	0.0	0.0
...My ability to stick it out even when the job is boring.			
	47.3	59.3	35.7
	36.4	25.9	46.4
	14.5	14.8	14.3
...My ability to meet my appointments regularly and faithfully.			
	83.6	81.5	85.7
	12.7	14.8	10.7
	3.6	3.7	3.6
How do you feel about undertaking your off campus project or activity?			
Enthusiastic	94.5	92.5	96.4
Indifferent	3.6	3.7	3.6
Would you say you feel...			
Confident	78.2	77.8	78.6
Apprehensive	14.5	11.1	17.9

Some answers do not add up to 100% because of occasional lack of responses. Percentages are based on the entire group (27 residential and 28 high school).